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UNIVERSITY OF ALBERTA

THE ROLE OF THE BIBLE COLLEGE PRESIDENT IN CANADA

by

KENNETH LEO PENNER ©

A DISSERTATION

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

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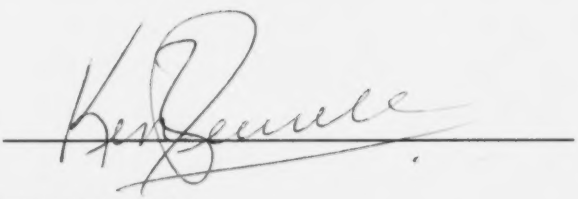
(Signed) 

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a dissertation entitled THE ROLE OF THE BIBLE COLLEGE PRESIDENT IN CANADA submitted by KENNETH LEO PENNER in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

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Date Sept. 2, 1993

DEDICATION

To Bible college presidents in Canada

whose lives make a difference

for the Kingdom of God.

ABSTRACT

The purpose of this study was to identify perceptions of and the extent of agreement about the role of the Bible college president in Canada. With significant changes to the Canadian social and economic fabric and reduced access and the inflating costs of postsecondary education, the leadership of Canadian Bible colleges is critical to their survival. A primary assumption underlying the study was that the perception of the presidents' leadership roles could be accurately reported using a survey.

The Presidential Roles Survey developed by Lawrence S. Cote (1983) identified 20 roles which were rated for importance on a Likert scale by respondents. Some modifications to the Cote survey were made to assure their appropriateness for use with Bible college presidents. The sample included the presidents, board chairpersons, academic deans and selected faculty from the 43 members listed in the 1986 directory of the Association of Canadian Bible Colleges. One hundred and seventy two surveys were sent out and 108 were returned for an overall response of 63 percent. The rate of return by respondent groups was: presidents - 91%, board chairpersons - 56%, academic deans - 79%, and faculty - 28%. Institutional factors (age, fulltime enrollment, number of faculty, number of previous presidents) and personal data about presidents (age, number of years with the college, number of years as president, source of first degree, level and source of highest degree) were reported. Data were aggregated and analyses included the t and F tests and the Scheffé procedure.

Perceptions of the relative importance of the roles showed extremely high agreement among the presidents and board chairpersons (95%) and high agreement among all respondent groups about the relative importance of 14 (70%) of the roles. Also, there was high agreement (80%) about the relative importance of presidential roles when examined by the influence of institutional factors. The strongest personal factors

influencing the perceptions of presidential roles were the level and source of the presidents' highest degrees.

The study resulted in 10 major conclusions and implications for presidents, those aspiring to the presidency, board chairpersons, academic deans, faculty members and the Association of Canadian Bible Colleges.

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CHAPTER ONE

INTRODUCTION

The president of a Bible college is its chief executive officer and the presidential role is one of leadership. Organizations are comprised of people with mutually valued or accepted goals, and this is certainly true of colleges. As organizations, colleges focus activities and resources toward educational ends, devoting great care in establishing and communicating their educational mission to various stakeholders. In order to reach their goals, leadership is brought to bear in directing both the assignment and use of human and physical resources. Thus, equally fundamental to the institutional life of an organization such as a Bible college is the concept of leadership: colleges are for people and people have leaders. Fisher (1984, p. 8) wrote:

> . . . talk of leadership and power pertains to something basic to the individual psyche and to society. Virtually all psychologists, sociologists, political scientists, and even historians would agree that the ability to influence or control is one of the most important aspects of human life. Indeed, leaders are simply people who are more consistently powerful than others - - everyone attempts to be influential.

The world of religious or church-related education is no different. Its organizational composition includes people with like minds about matters of religion or faith as well as of education. In Canada, such a group of postsecondary institutions has associated themselves as the Association of Canadian Bible Colleges (ACBC) with a membership of forty-three institutions in 1985 (ACBC, 1985). This research focused on the presidents as the leaders of these Bible colleges in Canada: Who are they? What do they and others think they should do?

Background

Bible colleges in North America began in the early 1880s when key religious leaders such as Simpson and Moody observed a gap between the professional preparation afforded by the graduate programs of the seminaries for persons entering church ministry and their concept of and mobilization of church laity (Brereton in Carpenter & Shipps, 1987, p. 111; Ringenberg, 1984, pp. 157-158; Gazard, 1980, pp. 16-27). It was felt that ministers were not prepared by their training to involve lay persons in church ministry; hence bible institutes and colleges were initiated. As Witmer observed about the purpose of such institutions, "a Bible institute-college is an educational institution whose principal purpose is to prepare students for church vocations or Christian ministries through a program of Biblical and practical education" (1962, p. 26). The first three such schools formed in North America were the Missionary Training Institute, now Nyack Missionary College (1882), Moody Bible Institute (1886), and Boston Missionary Training School, now Gordon College (1889). The next was Toronto Bible College, now known as Ontario Bible College, founded in 1894.

During the period from 1918-1945 (end of WW I to the end of WW II) at least 70 Bible schools or colleges were formed in the United States (Brereton in Carpenter & Shipps, 1987, p.113), and 29 were begun in Canada (Gazard, 1980, pp.35-37). The Canadian schools remained relatively insular in that few had any affiliation other then their own denominational churches or interdenominational constituencies. In the United States, however, Bible institutes and colleges formed the Accrediting Association of Bible Colleges (now known as the American Association of Bible Colleges, AABC) in 1947 (Witmer, 1962, p.45). In 1948 the first 12 schools were accredited (Witmer, Ibid., p. 46). The 1992-1994 directory for the American Association of Bible Colleges listed a total of 110 Bible colleges in the United States as either accredited, candidates or applicants to

accredited status (AABC, 1992). It was to these sister schools that the Canadian institutions looked for accreditation and the AABC directory (1992-1994) identified 18 Canadian Bible colleges as either accredited, or candidates, or applicants for accreditation with AABC (1992).

However, because of factors such as distance and the appropriateness of accreditation standards, Canadian Bible colleges found that, enriching and helpful though this association was, a Canadian context was needed. Hence, a distinctly Canadian association called the Association of Canadian Bible Colleges (ACBC) was formed in May, 1968 (ACBC, 1968). ACBC listed 46 members in the association's 1992-1993 directory (ACBC, 1992). These colleges formed the membership of this association and served as the focus of this research.

The ACBC is a group of Canadian Bible institutes and Bible colleges that emphasize Bible and missions as core subjects in their curricula. The governing boards, faculties, and presidents of these institutions are dedicated to the teaching of Christian scripture as God's Word and the preparation of collegians for lives of service to God and the extension of the gospel of salvation through faith in Jesus Christ. A brochure published by the association stated:

> Bible colleges have been serving Canadians since 1894. During the ensuing 80 years, and particularly the past half-century, many Bible colleges have been founded (sic) until now there are more then 60 such schools in Canada enrolling more then 9,000 students. Because Bible colleges train young men and women for leadership and service, their impact upon Canadian society and churches far exceeds their relative numbers (ACBC, 1985).

However, these institutions remained largely unstudied and relatively unknown. To date, little research has focused on these organizations, their leaders or their distinctives. Bible colleges, however, represented an alternative sector of Canadian postsecondary life and learning and as such were worthy of investigation.

This research provided information about Bible college presidents, the leaders of member colleges of the ACBC. While the background (personal data, academic preparation and experience) of each president as well as descriptive elements of the institutions were integral to an understanding of their leadership, the focus of this research was on the perceptions of the role of the president.

That the presidents of Canadian Bible colleges had, in large measure, remained veiled both as individuals and in terms of the office was a reflection of two factors: the institutions were largely independent of external or public governance and accreditation and the institutions were effectively independent of each other except through membership in associations such as the Association of Canadian Bible Colleges or the American Association of Bible Colleges.

Current economic, political, and religious conditions, however, as well as demographic factors related to the type and number of students now attending the colleges, brought into new relief the need to understand these institutions, their nature and their needs. It was expected that the study of the role of the leaders (presidents) of these Bible colleges would provide a timely contribution to the literature in this area.

Statement of the Problem

At the time this study was initiated information unfolding the nature of Canadian Bible colleges in general remained sparse though some research focusing on certain aspects of the colleges had been done. Rose (1981) conducted a study on the role of the board of trustees in a Canadian Bible college and Weinhauer (1979) explored the formal linkages between three Bible colleges and aspects of their relations with their respective environments. Gazard (1980) related his research to a needs assessment of procedures for transferring credit to universities. Little, however, was known of the leadership of these

colleges even though these institutions constituted a significant element in the Canadian postsecondary education mosaic.

This study sought to provide new and pertinent information about Canadian Bible colleges; in particular, the role of the presidents of Canadian Bible colleges.

The purpose of the study was to determine the perception of the role of president of Canadian Bible colleges as held by the presidents, board chairpersons, senior administrators and selected faculty members.

The research questions that helped to address the main purpose were as follows:

1. What was the nature of the colleges in this study (years of operation, size of student body, size of faculty and number of previous presidents)?

2. What personal biographical information described the presidents (age, years with the college, years as president, experience prior to the presidency, and education - - source of first degree, highest degree, source of highest degree)?

3. What were the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

4. What was the influence of the institutional variables and the personal background data on the presidents' perceptions of their role?

5. What was the extent of agreement among the perceptions of the role of the president and the perceptions of the individuals in the three other role sets identified?

Significance of the Study

In recent years interest has mounted about the role of the president of colleges and universities. Both Allan (1985) and Rose (1985) investigated the nature of the work of the public college presidents in Alberta and Rose (1981) focused on the Canadian Bible college in his research of the relationship and role of the board of governors of Canadian Bible College in Regina, but the role of the Canadian Bible college president remained unexamined.

Essentially, this research examined the phenomenon of leadership or, more specifically, the perceptions of the presidential leadership roles in Canadian Bible colleges. It helped to identify and establish common or differing perceptions of the roles of these presidents.

Also, it contributed to the data available about the nature of the Bible college presidency; it provided an understanding of the nature of Bible colleges themselves; and it explored the relationship between current leadership theory and the presidency of Bible colleges. Since this study was a survey, it presented a panoramic, foundational view of incumbents in the office of the Canadian Bible college presidency in terms of both their backgrounds and perceptions. It may be that the data are of interest to boards of Bible colleges, senior administrators and faculty members as they review the role of president for their institutions.

Finally, as aspiring presidents seek positions and boards of Bible colleges recruit presidents, design policies for Bible college leadership and establish conditions that will enhance institutional effectiveness, the importance of the selection and appointment of presidents will be a powerful determinant. Institutional direction, integrity and appropriate responses to current conditions will be affected by the quality of leadership. The

uniqueness of the Bible college mission and the vision of their leaders must face the challenge of contemporary social and religious dynamics; perhaps the survival of Canadian Bible colleges hangs in the balance. This research may be of help to presidents and boards in their quest for continued existence and relevance.

Limitations

Survey research has its shortcomings and this study acknowledged the following limitations.

1. Respondents made voluntary responses that may not be accurate.

2. This study was subject to non-response bias since not every one answered and it was not possible to know the perceptions of the nonrespondents.

3. The validity of data of this study was limited to the extent to which respondents' understandings, experiences and perceptions were matched by the role titles and descriptions of the instrument.

4. Because an instrument was used to obtain data for this survey, it was not possible to identify or obtain data about the richness of the institutional and presidential lives and cultures.

5. Because the sample included responses only from Bible colleges that were members of the ACBC, the data and findings were not generalizable to other Canadian non-ACBC Bible colleges.

Delimitations

For the purposes of this study, the following served to delimit and guide the investigation. Consideration of the delimitations is recommended in making interpretations and conclusions from the study.

1. While there were other Bible colleges and Bible institutes in Canada, only those which were members of the Association of Canadian Bible Colleges as listed in the 1985 directory - - the latest available at the time of data gathering - - were included in this research.

2. The time frame for data gathering was limited to April and October/November of 1989.

3. The faculty perceptions were limited to one faculty member per college.

4. The data were gathered by means of a Presidential Roles Survey adapted from Cote (1983).

5. Interviews were used only to provided anecdotal insight and response to the data gathered by the survey.

Assumptions

Several assumptions were essential to the successful completion of this study.

First, it was assumed that the Bible colleges function as institutions of Canadian postsecondary education, with an organizational structure that included a board of trustees, a president, a senior academic administrator, and faculty members.

Second, it was assumed that research related to the general topic of college presidents and presidential roles in public institutions was applicable to Canadian Bible colleges.

Third, it was assumed that literature about college presidential roles would provide insight pertinent to the presidential role of Bible colleges.

Finally, it was assumed that the perceptions of presidents, board chairpersons, senior administrators, and faculty members could accurately be identified through the means of a questionnaire.

Definitions

In order to provide a common frame of reference for this study, the following terms were defined.

Bible college. A Bible college is a postsecondary institution with a program of studies in which Bible and Bible-related subjects form the core of the curriculum. Bible college is used to indicate "a post-secondary institution whose principal purpose is to prepare students for church vocations or Christian ministries through a programme of Biblical and practical education" (Gazard, Ibid., p. 10).

President refers to the chief executive officer of a Bible college, subordinate and reporting to the board of trustees.

Role refers to a set of expectations applied to a particular position or to the incumbent of the position. These expectations arise out of the personal background and experience the individual has relative to the position (Cote, Ibid., p. 7).

Board chairperson is the person chairing the governing body of the Bible college to which the president is responsible. The board may be called board of directors, board of governors or board of trustees, but it constitutes the policy and decision-making group that is responsible for hiring and firing the president.

Perception is the particular and personal view held by an individual of selected or otherwise stated presidential roles. As Cote (1983, p. 8) explained " . . it is more akin to 'impressions of' or 'attitudes about' certain limited and described roles . . . it does not refer to the qualitative expectations of how the role ought to be filled but rather to the respondents' feelings about the relative importance of role descriptions thought to be representative of what a president does."

Expectations are the "actions and qualities expected of the person who at any time occupies the position [of college president] (Sabin and Allen in Cote, Ibid., p. 8).

The Organization of this Study

Chapter one provided the setting of the study with a brief review of the history of Bible colleges. After a statement of the problem and subproblems, the significance, limitations and delimitations of the research and definition of terms were presented.

Chapter two provides selected research and reviews literature pertinent to the study of the role of college and university presidents, Bible colleges, and leadership.

Chapter three unfolds the design of the research identifying the population, sample, and the procedures and timeline for gathering data, assuring reliability and validity, and data analyses.

Chapter four presents the findings of the study in answer to research questions one, two and three.

Chapter five contains the data providing analyses of variance among means of the perceptions of presidential roles by respondents' positions, presidential demographics, and selected institutional data in answer to research questions four and five.

Chapter six presents a summary of the study, conclusions that arise from the data and implications of this research for present use and for future research.

Summary

Chapter one has provided a setting for this research by briefly reviewing both the nature and history of Bible colleges. It has identified the literature reviewed and stated the problem with its accompanying subproblems for development in chapters three and four. The plan for organizing, presenting and analyzing data was presented and the limitations, delimitations, assumptions and definitions were stated. Chapter one concluded with an overview of the dissertation. Chapter two contains a review of literature appropriate for this research.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter includes a review of literature pertinent to this study in three domains: literature about Bible colleges, literature about definitions, opinions and research respecting leadership including literature written from and/or related to biblical perspectives on the leadership of Christian organizations; and presidential (college and university) research with a special focus on the presidential office/role. The final section of this chapter presents the Immegart model of leadership and how it was modified to serve as the conceptual framework for this study.

Bible Colleges

Gangel and Benson (1983, p. 309) wrote that "during the first half of the twentieth century there was developing a unique system of higher education called the 'Bible college movement'," with three fundamental differences from seminaries, which serve as graduate schools for ministerial training, and from Christian liberal arts colleges which offer a broad range of majors in the arts and sciences as well as career programs. These differences include: first, the primary objective of Bible colleges is vocational or professional ministry; second, the curriculum requires a major in Bible and theology; and third, there is an emphasis on practical Christian service as a part of the training (Gangel and Benson, 1983, pp. 360-361). North American Bible schools began with A. B. Simpson who started Nyack Missionary College with 12 students in 1882 in New York, along the patterns of East London Institute for Home and Foreign Missions founded in London in the early 1880s by H. Grathan Guinness (Gangel and Benson, 1983, p. 309).

About the uniqueness and nature of Bible college education and curriculum Gaebelein wrote:

> A careful look at our subject, "The Word of God in Education," will provide a clue to the manner in which it ought to be treated. Quite evidently, two things are placed side by side - - the Word of God and education - - one in relation to the other. The first of the two, "The Word of God," needs close definition; the second, "education," must be brought to focus upon the particular kind of education with which we are here concerned, namely, the Bible college or Bible institute. This is a specific institution." (Gaebelein in Lockerbie, 1983, p. 124).

Witmer (1962, p. 15-16) agreed about the uniqueness of this sector of postsecondary education and pointed to distinguished Christian leaders such as Billy Graham, the renowned evangelist, and Robert A. Cook, missionary extraordinaire, as illustrations of the impact of Bible college education. Witmer (Ibid., p. 17) further noted the ongoing need for the Bible college movement to "become articulate for its own benefit. Its front ranks are facing critical questions about the distinctive role of Bible institutes and colleges and the direction in which they are going." He further contended that the Bible college story "needs telling" for two reasons: public understanding and relevance. About relevance, Witmer (Ibid., p. 19) argued that earlier American education held a "Christian concept that man was created in the image of God, had a double function, preparation for earthly vocation and personal fulfillment in the kingdom of God." Witmer (Ibid., pp. 19-20) pointed out that:

> . . . social adjustment has replaced the traditional emphasis on personal moral development. And since the past with its moral idealism, and the future with its implications for eternity were outmoded, education interacting with the prevailing culture became occupied with temporal values. The good life here and now in terms of material well being and social success was thought sufficient for man reduced to natural dimensions. And so it was - - if the premise was valid.

Thus Witmer argued for the current imperative and relevance of Bible college education for biblical Christians.

Ringenberg (1984, pp 37-41) cited five major factors as providing significant impetus to the Bible college movement: the increase in secularism in higher education, the erosion of the fundamental origin and authority of Biblical text through the use of higher

criticism extending beyond the interpretation and understanding of the Biblical text to its origin so that the Scriptures were viewed as merely a human book, the extension of logical positivism as an epistemological approach to all truth - - including or superseding revealed truth, the obliteration of absolutes by the influence of philosophical and pragmatic relativism , and the movement of protestant religious thought toward a liberal perspective which found its highest expression in addressing the social ills of humanity as its highest object. Brereton (in Carpenter and Shipps, 1987, p. 44) wrote that Bible colleges have tended to develop goals and patterns similarly because they were attempting to train a large number of a variety of Christian workers with three elements ". . . brevity, practicality, [and] efficiency."

Gazard (1980, pp. 34-37) outlined seven ways that Bible colleges had unique appeal as a sector of postsecondary education for young persons on the Canadian prairies as follows: first, Bible colleges offered opportunities for young people of either gender to learn truth about the Bible and God. Second, they provided training in lay leadership. Third, Bible colleges were lower priced than other public and private postsecondary institutions. Fourth, the Bible college term coincided nicely with the farming season. Fifth, Bible colleges offered an alternative to farming for rural young people. Sixth, by attending Bible colleges young people could achieve higher social status. And, seventh, attending Bible colleges provided opportunities for geographic mobility to young people. Among Gazard's (Ibid., pp. 235-238) conclusions with respect to Bible college credit transfer four were included that involved presidential leadership roles. Gazard recommended that Bible colleges deliberately choose to educate for commitment or teach for nurture - - the teacher/scholar role, negotiate with postsecondary agencies for acceptance of Bible college accreditation as an accredited status in Canada along with attempting to form a Canadian accrediting agency, and broaden their functions to include consultation, institutional improvement, and institutional inservice and research. These

objects would entail a high level of interinstitutional diplomacy, consensus building, as well as constituency relations contact.

Kallgren (1989), as the title of his recent dissertation, asked the question: "Bible colleges: Where have they been and where should they go?" As part of his conclusion he identified perspectives of both the college presidents and the employers (those agencies employing Bible college graduates). Presidents retained a more traditional approach to vocational training, believing that the mission of the Bible college should be reassessed, but they did not view this as a high priority item for allocating college funding. The presidents were uneasy about the issues facing Bible colleges in the future and felt these leadership issues were outside the sphere of their influence (Ibid., pp. 46-47). Employers, on the other hand, were convinced there was a role for the Bible college in the future but that it would likely differ from the traditional vocational perspective. The employers also pointed out the likelihood that they would soon require a master's degree as a vocational entry level requirement, a point which, if it were to develop, would certainly impact the nature of the Bible college curriculum.

Kallgren (Ibid., pp. 47-51) concluded with several recommendations directed toward Bible college leadership that emphasized the need for creative thinking, planning and action to develop a new blend of vocational knowledge and skills with traditional Bible college emphases and a major shift in marketing in order to reverse enrollment declines. In his concluding recommendation he proposed a four-tiered model for biblical/theological/ ministry education in which level one would be primarily unaccredited lay training with emphasis on basic skills and knowledge. Level two would focus on the professional requirements established as criteria by a particular denomination or constituency; and level three would provide regionally accredited biblical/theological/ministry skills for a broad spectrum of students from a wide geographic span. Finally, level four would be for

national and internationally accredited programs with indepth professional undergraduate education.

The impact of such factors and forces has the potential of changing the model of education for ministry at Bible colleges and as well as the presidential activity, since retaining the college's distinctive purpose is at the heart of the president's role. Canadian leaders in postsecondary education, mission and church ministry have commented on current social and religious changes in Canada, not without some concern. Bibby (1990, p.14) observed: "As Canada approaches the dawn of the 21st century, the gods are in trouble. There is little difference between the look of culture and the look of religion." The cultural pluralism cresting as a "new wave" in Canada (see Bibby, 1990, chapters 1 & 2; Posterski, 1989, chapters 4 & 5) and its potential either to erode the foundations (distinctives) of Bible college education or refine its fundamental nature has tremendous implications for the leadership role of Bible college presidents. Little information exists about this important office, although presidents are asked and expected to exercise their role within a context of tremendous economic, social and religious change. The focus of this study was on the role of president as a position of leadership. Consequently, observations about the nature and definitions of leadership together with a survey of leadership theory and research provided helpful insights in the development of this study.

Leadership

In all realms of society today, leaders are beleaguered; coaches get fired, pastors are removed from their church ministries and opinion polls tell of the unpopularity of mayors, premiers, prime ministers, and presidents. There is a certain popularity about criticizing leadership, often in terms of a leader's actions, sometimes in terms of the means used by leadership, and frequently in terms of the end results, especially if it means higher taxes or changes that affect interest groups. People expect leadership, and it must make a

difference. In fact, says Bass (1990, p. 8), "leaders do make a difference . . . [and] leadership is often regarded as the single most critical factor in the success or failure of institutions."

Longtime student of organizations and leadership, Philip Selznick (1957, p. 1) stated, ". . . the nature and quality of leadership, in the sense of statesmanship, is an elusive but persistent theme in the history of ideas." As Selznick (Ibid., p. 24) cryptically observed:

> The word "leadership" has its own halo, easily inviting the tacit assumption that, being a good thing, it is always in order. It may indeed be that all human groups require at all times *some* (italics in original) leadership activities. But if leadership is anything determinate, we should know how to distinguish its presence from its absence; similarly, if there are some social situations that especially require leadership, we should know how to tell them apart from other social situations.

Leadership must be "done right" or it negates its value. The Bible encourages leadership as a worthy ambition but also warns of personal dangers of pride and self-seeking inherent in leadership roles (1 Timothy 3:1 and Jeremiah 45:5). Many have asked, "What is leadership?" As Robbins and Stuart-Kotze (1988, p. 402) put it: "The literature is voluminous and much of it is confusing and contradictory." In his review of leadership and leader behavior, Immegart (1988, p. 259) told of Stogdill's compendium of over 3,000 selected sources in 1974, and this was updated by Bass in 1981 to include an additional 2,000 sources. Such a vast amount of material led Cote (1983, p. 36) to the conclusion that "an attempt to wade into [the leadership theory] quagmire would only have confounded the objectives and methodology of [his] study and would have introduced additional confusion where it seemed unnecessary." In his chapter titled, "Some premises about leadership," Selznick (1957, p. 22) began with a description of leadership as ". . . a 'slippery phenomenon' that eludes both common sense and social science."

Nevertheless, a brief review of some leadership definitions and a survey of the history of the construct has proven helpful in the development of this research.

"Leadership is influence, the ability of one person to influence others," wrote Sanders (1962, p. 35). He went on to quote President Truman as having defined a leader as ". . . a person who has the ability to get others to do what they don't want to do, and like it," and missionary leader John R. Mott who described a leader to aspiring students as ". . . a man who knows the road, who can keep ahead, and who pulls others after him" (Ibid., 1962, p. 36).

Definitions of leadership speak about groups of two or more persons in association for a common purpose with at least one of the group members being the leader (Gangel, 1989, p. 14; Engstrom, 1976, p. 20; Hoy and Miskel, 1987, p. 270; Rosenbach and Taylor, 1989, p. 1). Stogdill (in Sergiovanni and Carver, 1980, p. 266) defined leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement."

Historically, leadership has been investigated and defined fundamentally along three basic lines: early literature and research studied leader traits or attributes and behaviors; next, efforts were directed to understanding the leadership situation and its contingencies; and, more recently, a more inclusive theoretical approach was taken which included such factors as organizational culture, leader and follower characteristics, and the nature of the tasks and goals (Van Fleet and Yukl, 1989, pp. 65 - 94).

At the turn of the twentieth century social Darwinism prevailed as a social perspective and Van Fleet and Yukl, (Ibid., p. 66) speculated that perhaps the view that leaders were products of their situation was a scholarly manifestation of this perspective; after all, ". . . 'anyone can become president'" (op. cit.). While leadership traits such as

". . . intelligence, dominance, self-confidence, high energy level, and task-relevant knowledge are five traits that show consistently positive correlations with leadership" (Robbins and Stuart-Kotze, 1990, p. 401-402), the correlations are weak and "no replicable set of traits was related consistently to leader effectiveness" (Van Fleet and Yukl, Ibid., p. 67). This led researchers to ". . . examine behaviors that specific leaders exhibited" (Robbins and Stuart-Kotze, 1990, p. 402), and theory was directed towards leader selection, training and behavior.

The Situation and Contingency Theory

Researchers focused in a dyad fashion on identifying elements of the leadership situation that included structural characteristics and climate of the organization, the role characteristics (power, task type and difficulty and procedures), and the characteristics of subordinates (experience, position, knowledge and ability to tolerate ambiguity) (Hoy and Miskel, Ibid., p. 273). As Hoy and Miskel (Ibid., p. 274) observed, this signaled a brief "jump from 'leaders are born, not made' to 'leaders are made by the situation, not born' . . . ." Hoy and Miskel (op. cit.) quoted the insightful observation of Robert K. Merton: "Leadership does not, indeed cannot, result merely from the individual traits of leaders; it must also involve attributes of the transactions between those who lead and those who follow . . . Leadership is, then, some sort of social transaction."

The Iowa studies, for example, sought to assess leader effectiveness as a function of the leader's style: autocratic or democratic, and concluded that group performance for both leadership styles remained much the same while the leader was present but deteriorated drastically when the autocratic leader was absent. "The evidence was clear -- majority-rule decision making and other participative techniques train and involve members so that they perform well and continue to perform well even in the absence of their leader" (Van Fleet and Yukl, op. cit.). Stogdill (in Hoy and Miskel, Ibid., p. 275) brought new

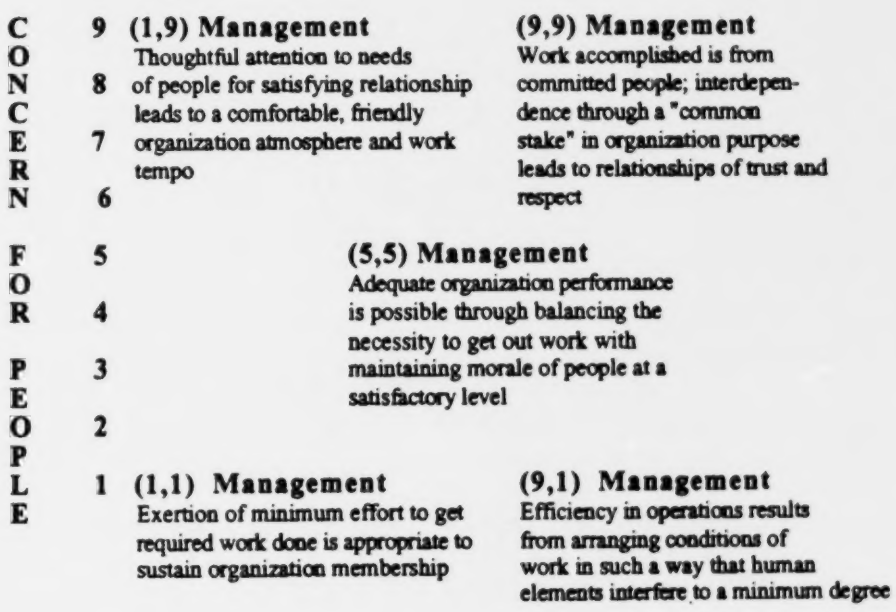
focus when he proposed a "leadership dimensions and descriptions" taxonomy based on *system-oriented* versus *person-oriented* leadership as follows:

System-Oriented	Person Oriented
Production emphasis, applies pressure for productive output	*Tolerance of freedom* - - allows staff members scope for initiative, decision, and action
Initiation of structure, clearly defines own role and lets followers know what is expected	*Tolerance of uncertainty* - - is able to tolerate uncertainty and postponement without anxiety or upset
Representation, speaks and acts as the representative of the group	*Consideration* - - regards the comfort, well-being, status, and contributions of followers
Role assumption, actively exercises the leadership role rather than surrendering leadership to others	*Demand reconciliation* - - reconciles conflicting demands and reduces disorder to system
Persuasion, uses persuasion and argument effectively; exhibits strong convictions	*Predictive accuracy* - - exhibits foresight and ability to predict outcomes accurately
Superior orientation, maintains cordial relations with superiors, has influence with them, and strives for higher status	*Integration* - - maintains a close-knit organization and resolves inter-member conflicts

Bass (1990, pp. 511-512) reported that, as part of the Ohio State Leadership Studies, Hemphill, Halpin and Winer, Fleishman, and Stogdill, among others explored the phenomenon of leadership by using two concepts, task oriented behavior (called initiating structure) and relations maintenance behavior (called consideration) to describe leader behavior.

In Michigan, Likert and his associates studied the behavior of effective and ineffective supervisors and found that supportive behavior by supervisors together with high performance goals associated positively and ". . . were keys to effective leadership" (Van Fleet and Yukl, Ibid., p. 69). As a consequence of these insights Blake and Mouton

(1964) developed a "managerial grid" that plotted leadership style based on two concepts each forming an axis: concern for people and concern for production. Using the high (9), middle (5) and low (1) as measures of *concern for production* and *concern for people* as coordinates,. Robbins and Stuart-Kotze (1990, pp. 404-405) described the key leadership positions on the grid as impoverished (1,1), task (9,1) country-club (1,9), middle-of-the-road (5,5), and team (9,9).


CONCERN FOR PEOPLE
9
8
7
6
5
4
3
2
1
(1,9) Management
Thoughtful attention to needs of people for satisfying relationship leads to a comfortable, friendly organization atmosphere and work tempo
(9,9) Management
Work accomplished is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect
(5,5) Management
Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level
(1,1) Management
Exertion of minimum effort to get required work done is appropriate to sustain organization membership
(9,1) Management
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree
1 2 3 4 5 6 7 8 9
CONCERN FOR PRODUCTION

Managerial Grid
(Blake and Mouton, Ibid., p. 136)

These leadership titles indicate the nature of leader behaviors as follows:

1,1: *Impoverished*: The leader making minimal effort to get work done.

9,1: *Task:* The leader works toward efficiency but demonstrates little concern for subordinates.

1,9: *Country-club*: The leader demonstrates concern for subordinates to the exclusion of getting work done.

5,5: *Middle-of-the-road*: The leader shows adequate concern for task and satisfactory concern for subordinates.

9,9: *Team*:: The leader works to facilitate both high morale and high efficiency though coordination and integration of work and activities.

As research became more specifically directed, predicting success of leadership was found to be highly complex:

> . . .the task being performed (complexity, type, technology, and size of the project) was a significant moderating variable; but [also]. . . isolated situational factors such as style of the leader's immediate supervisor, group norms, span of control, external threat and stress, and organizational culture (Robbins & Stuart-Kotze, Ibid., p. 405).

The shadows of trait and behavior theories lingered, however, and found expression in contingency theory with the work of Fiedler (1967) using what he called the least preferred coworker (LPC) model. In order to measure the least preferred coworker, Fiedler (Ibid., pp. 13-14) devised a bipolar test that required managers to describe workers they least preferred to work with. If their descriptions of these workers were framed in positive terms the assumption was that the manager had an orientation that was positive toward people. However, if the descriptions were set in negative terms, the assumption was that the manager had a positive orientation to task.

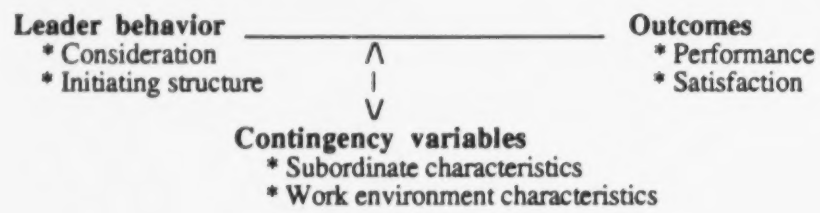
"The basic idea was to match the leader's personality with the situation most favorable to his or her success" (Van Fleet and Yukl, Ibid., p. 70). This was done by measuring favorableness in terms of ". . . three aspects of the situation: the leader-member

relations; task structure; and position power" (op.cit.). As a result of assessing situational favorableness, "Fielder concluded that task-oriented leaders tend to perform better in situations that were either *very favorable* or *very unfavorable* " (Robbins and Stuart-Kotze, Ibid., p. 414). These concepts have been used to predict the effectiveness of principals in school administration (Hoy and Miskel, Ibid., p. 291).

In another application of situational leadership theory, Hersey and Blanchard (1977) proposed that successful leadership was contingent on selecting leadership based on the maturity of the followers. They defined maturity as ". . . the capacity to set high but attainable goals (achievement-motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group" (Ibid., p. 161). Using Fiedler's dimensions (task and relationship) Hersey and Blanchard (Ibid.) extended the dimensions of both leader behaviors by expressing each as either high or low and identified four specific leadership styles: telling, selling, participating and delegating. *Delegating* leaders were low in both relationship and task behavior, *participating* leaders showed a low task concern and a high relationship concern, *selling* leaders were high in both task and relationship behavior, and *telling* leaders were high in task behavior and low in relationship concern.

Another variant of the contingency theory of leadership called Path-Goal theory explored leadership and leader behavior as a function of subordinate satisfaction. This approach developed by Evans in 1970 (Filley, House and Kerr, 1976, p. 252) integrated the Ohio State leadership studies of initiating structure and consideration and Fiedler's concept of leader-subordinate relations with a definition of leader effectiveness that posited subordinate acceptance, satisfaction and motivation. Three kinds of leader behaviors were described: supportive leadership, participative leadership, and instrumental leadership, and it was theorized that these behaviors affected subordinate acceptance of the leader, their

satisfaction, and their expectation that what they do will lead to personal rewards (Filley, House and Kerr, Ibid, p. 253). Robbins and Stuart-Kotze (1990, p. 419) diagrammed the interaction of leader behavior, subordinate characteristics and goals as follows:



Simplified Model of Path-Goal Theory

Two types of situational variables were used ". . . in the path-goal theory: (1) personal characteristics of the subordinates as they strive to accomplish work goals and derive satisfaction, and (2) environmental pressures and demands" (Hoy and Miskel, Ibid., p. 293).

One final direction that contingency theory research has taken will be included in this review. Vroom and Yetton (1973) explored leader-employee participation as a way of enhancing employee productivity. The then current argument was that employee participation was crucial to improved productivity. Vroom and Yetton (Ibid.) theorized that leaders adjust their style and the nature of the employee participation according to several factors including task structure, follower characteristics and acceptance, and implementation of the action. By following a set of sequential rules to guide in deciding the appropriateness and extent of employee involvement in decision-making, leaders adjust their behavior appropriately based on the conditions determined by the rules. The rules were the information rule, the trust rule, the unstructured problem rule, the acceptance rule, the conflict rule, the fairness rule and the acceptance priority rule. Their model included

seven contingency questions and five different leadership behaviors. The leader behaviors were as follows:

Autocratic I (AI): The leader uses information to solve problem or make a decision.

Autocratic II (AII): The leader obtains necessary information from subordinates who may or may not be told about the problem and then solves the problem or makes the decision.

Consultative I (CI): The leader shares the problem with relevant subordinates accepting their suggestions individually and then solves the problem or makes the decision which may or may not reflect subordinate input.

Consultative II (CII): The leader shares the problem with subordinates as a group and collectively obtains their ideas and suggestions after which the problem is solved or the decision is made; again, which may or may not reflect the input of the subordinates.

Group II (GII): The leader shares the problem with the subordinates as a group and then, as a group, alternatives are generated and consensus for a solution to the problem or decision is reached (Ibid., p. 39).

The seven questions to ask in each problem or decision-making situation to determine the leader behavior most appropriate were as follows:

1. Is there a quality requirement?
2. Does the leader have sufficient information to make a high quality decision?
3. Is the problem well structured?
4. Is acceptance of the decision by subordinates critical to its implementation?
5. If the leader were to make the decision alone is it quite certain the subordinates would accept it?
6. Do subordinates share the organizational goals that solving this problem or making this decision will obtain?
7. Is obtaining the preferred solution likely to generate conflict among subordinates? (Ibid., p. 39).

By asking and answering the questions in sequence, the leader could ascertain the extent to which participation by the group would enhance goal achievement and then decide the strategy or nature of leadership action most appropriate.

Barnard (1938, p. 82) wrote of the cooperation necessary for organizations to continue and stated that ". . . willingness also depends upon the satisfactions that are secured by individual contributors in the process of carrying out the purpose. If the

satisfactions do not exceed the sacrifices required, willingness disappears . . . ." His observations were early signals of what was to come because he stated that leadership in organizations involved an exchange and that follower "satisfaction" was the currency of the exchange. Selznick (1958, p. 26-27) proposed the concept of Institutional Leader and described this leader as one who ". . . *is primarily an expert in the promotion and protection of values* " (italics in original).

The dimensions of exchange and change were expressed by Burns (1978) in his work entitled *Leadership*. Burns (Ibid., p. 18) stated that:

> Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with other institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of the followers. This is done in order to realize goals held mutually by both leaders and followers.

Burns presented leadership under two broad conceptions: leadership was a phenomenon that had an exchange between the leader and the followers at the centre (transactional leadership), and leadership that had leaders and followers mutually committed to a set of goals and values, and that both leaders and followers pursued the higher meanings and values to which they were jointly committed (transformational leadership).

Argyris (in Argyris and Cyert, 1980, p. 3) articulated his concern for fundamental values when he raised the question of levels of leader learning: single-loop, that detects and corrects technical errors and procedures; it "focuses on changing routines", wrote Argyris; and double-loop leader learning that ". . . focuses on changing the values and policies from which the routines are designed." Argyris expressed concern that contemporary leadership was pressured and programmed to be "single-loop" management that perfected technological processes but failed to attend to understanding and maintaining or shifting fundamental and undergirding values.

Bennis and Nanus (1985) reflected on current social apathy and need for leadership. They declared their belief that America was ". . . approaching a major turning point in history - - what Karl Jaspers referred to as an 'axial point,' where some new height of vision is sought, where some fundamental redefinitions are required, where our table of values will have to be reviewed" (Ibid., p. 13). Bennis and Nanus (Ibid., p. 15) declared that "a new paradigm is being born," but that one essential element is omitted in the new leadership paradigm:

> . . . one issue which has been systematically neglected without exception: POWER, the basic energy to initiate and sustain action translating intention into reality, the quality without which leaders cannot lead . . . . Without any qualification, we can bluntly state that all of the current paradigms of organizational life, be they the "new age" variety or the older brands, have failed to consider power.

It was their contention that effective leadership perceived power as reciprocal with both leaders and followers aligning themselves behind the same intention (vision) and mobilizing energy (efforts) jointly. They offered the key to leading others as managing one's self and identified four strategies "to get their 'conceptual arms' around the leadership issues . . ." as follows: attention through vision, meaning through communication, trust through positioning, and the deployment of self through (1) positive self regard and (2) the Wallenda factor" [building for and expecting success not failure] (Ibid., pp. 26-27). They concluded that:

> "leaders . . . can shape and elevate the motives and goals of followers. Transformative leadership achieves significant change that reflects the community of interests of both leaders and followers, indeed it frees up and pools the collective energies in pursuit of a common goal . . . . It is collective, there is a symbiotic relationship between leaders and followers, and what makes it collective is the subtle interplay between the followers' needs and wants and the leaders' capacity to understand one way or another, these collective aspirations (Ibid., p. 217).

Hoy and Miskel (Ibid.) summarized their review of leadership and concluded, similarly, that leadership is a complex human phenomenon in which leaders master skills and match style and skills with the demands of the situation. Even more, they contended

". . . [s]uccessful leaders infuse value, affect informal norms, and create institutional meaning and purpose that go beyond the technical demands of the job" (Ibid., p 428).

Sergiovanni (1990, pp.16-17) emphasized the necessity for leadership in addition to competent management and stated that ". . . too many schools are overmanaged and underled, [a] condition that leads to an undue emphasis on doing things right rather than doing the right things . . . ." He further stated that people must be led not managed and proposed that overmanagment was the result of a behavioristic worldview which drove leaders to pay too much attention to instrumental and behavioral considerations. Like Selznick (1957), Burns (1978), Bennis and Nanus (1985) and Hodgkinson (1991), among others, Sergiovanni (Ibid., pp. 19-21) as foundational to his conception of the leadership phenomenon, wrote about life and making meaning, and called it "value-added leadership." He developed a taxonomy in which he compared "value" (traditional and transactional) leadership dimensions with "value-added" (transformational) leadership as follows:

A. Value leadership dimensions	Value-added leadership dimensions
The emphasis is on:	*The emphasis is on:*
1. Management	Leadership
2. Participation investment	Extraordinary performance investment
3. Manipulating situations	Providing symbols and enhancing meaning
4. Planning	Purposing
5. Giving directions	Enabling teachers and the school
6. Providing a monitoring system	Building an accountability system
7. Extrinsic motivation	Intrinsic motivation
8. Congeniality	Collegiality
9. Calculated leadership	Leadership by outrage

B. The Four Stages of Leadership for School Improvement

Stage:	*Leadership by:*	*Dimension:*
1. Initiation (getting started)	Bartering (push)	Value
2. Uncertainty (muddling through)	Building (support)	Value-added
3. Transformative (breakthrough)	Bonding (inspire)	Value-added
4. Routinization (remote control)	Banking (monitor)	Value-added

Framework for Value-Added Leadership
(Sergiovanni, 1990, p. 15).

In this conception Sergiovanni identified leadership by both stages and styles of action ranging from initial actions characterized by bartering between leaders and followers, each gaining from the other what is desired, through a second stage of muddling along with leaders and followers mutually supporting one another. Transformational leadership was characterized by the bonding of leader and followers to values and meanings mutually accepted. This bonding resulted in a further and final stage of leadership that routinized procedures and goals for the purpose of attaining the agreed upon meanings and purposes.

Just as Peters and Waterman (1984) discovered in their research of excellence in corporate leadership, routinization and monitoring was the *result* of building and bonding (Sergiovanni's "value-added" dimensions), not the *prescription* for and *inspection* of excellence (Sergiovanni, 1990, pp. 14-19). In *Moral leadership*, Sergiovanni (1992) extended these concepts by referring to decisions and actions resulting from the mental constructs and images of the leader which, in turn, are motivated by the values and beliefs the leader holds. He diagrammed it as follows:

The heart ---------->	**The head** ---------->	**The hand**
(What I value and believe)	(my mindscape of how the world works)	(my decisions, actions, and behaviors)

The Flow of Values to Actions
(Sergiovanni, 1992, p. 8)

Sergiovanni (1992) argued that in order to establish moral leadership the values must be established in a mutually acceptable way and pointed to six modes of knowing value as follows: authority, deductive logic, sense experience, emotion, intuition and science. Only three modes of knowing values were considered official and legitimate bases for setting value; the other two were either semiofficial or unofficial. Sergiovanni also expressed each of the modes of valuing as "faith in . . ." (Ibid., p. 13). The official and legitimate modes of knowing for values' sake were secular authority (which, said Sergiovanni, is faith in the bureaucratic system!), science (faith in the results of empirical research), and deductive logic (faith in deductive reasoning). The semiofficial modes of knowing for values' sake were sense experience (faith in what one experiences) and intuition (faith in one's insight); and the two unofficial modes of knowing values were sacred authority (faith in the authority of a community, professional norms) and emotions (faith in personal feelings).

With values set by accepting experience, intuition, sacred authority and emotions as well as the authority of bureaucracy, empirical research and deductive logic, the leader and the led aspire to those mutually set values and develop a covenantal commitment not merely to each other but to the greater and mutually held values. How a leader leads is a function of two sets of beliefs: the mode(s) of knowing values, and the motivation for which people take action. Three basic rules of motivation, each serving as foundational for different leadership assumptions and actions, were as follows:

Rule	*Motivation*	*Involvement*
What gets rewarded gets done	Extrinsic	Calculated
What is rewarding gets done	Intrinsic gain	Intrinsic
What is good gets done	Duty or obligation	Moral

Rules for Motivation
(Sergiovanni, 1992, p. 27).

Sergiovanni (Ibid.) proposed that people were authentically human when they aligned themselves with and did what is good, not merely selfserving. The authority of moral and professional leadership was superior to bureaucratic, psychological and technical-rational authority because the assumptions and strategies were authentically human. He presented a comparison of sources of leader authority and the concomitant assumptions with leader strategies and teacher responses. He contended that the assumptions and strategies of professional and moral authority were superior to those of bureaucratic, psychological and technical-rational authority because they sprang from the leadership context (the school) and were directed by values and goals that were commonly held by teachers, students and leaders. Leadership that included and was based on professional and moral authority as well as bureaucratic, psychological and technical-rational authority enhanced collegiality among faculty members in schools and gave meaning to educational endeavors.

However, leadership, as Sergiovanni (1990 and 1992) proposed it, involved followership first (the leader is the chief or first follower of the visions, values and goals), second, was exercised as a stewardship or trust, and third, was characterized by purposing. Collegiality (working together and helping each other improve) was a virtue because leaders and followers were motivated to be good and to do good (a valued end). Numerous writers (Greenleaf, 1977; Greenslade, 1984; Cedar, 1987; and Hildebrand, 1990, among others) have written about the concept of leaders in a servant relationship with followers. This concept has been articulated by writers of Biblical leadership (Greenslade, 1984; Youssef, 1986; Cedar, 1987; and Hildebrand, 1990) as integral to leadership that is truly Christian. The concept was incorporated by Sergiovanni (1992) into a model of leadership as fundamental to the outworking of the covenantal relationship between leaders and followers bonded together by their mutual commitment to the values and purposes. Sergiovanni (Ibid, p 71) wrote of the power of this kind of leadership:

> Followers are people committee to purposes, a cause, a vision of what the school is and can become, beliefs about teaching and learning, values and standards to which they adhere, and convictions. Whatever they are committed to, it is some kind of idea system to which they are connected. In other words, followership requires an emotional commitment to a set of ideas. Once in place, an idea structure constitutes the basis of a leadership practice based on professional and moral authority . . . . It turns out that effective following is really the same as leadership . . . . Leaders and followers alike are attracted to and compelled by ideas, values, and commitments.
>
> When followership and leadership are joined, the traditional hierarchy . . . is upset. It changes from a fixed form . . . to one that is in flux. The only constant . . . is [that] the apex . . . is reserved for the ideas, values, and commitments at the heart of followership. Further, a transformation takes place, and an emphasis shifts from bureaucratic, psychological, and technical-rational authority to professional and moral authority. As a result, hierarchical positions and personality are not enough to earn the mantle of leader. Instead, it comes through one's demonstrated devotion and success as a follower. *The true leader is the one who follows first* (italics added).

Sergiovanni (1992, p. 141) cautioned, however, that the power resulting from such bonding of leaders and followers in covenantal commitment to ideas and values could be misused. He expressed his concern when he said:

> . . . Social bonds can create norms . . . that become coercive, squashing individual thought and initiative and narrowing behavior by force of intimidation. Tapping emotion in seeking to motivate individuals and rally groups can give leaders an unfair advantage, if objective reasoning is sacrificed in the bargain. Covenants - - initially struck by common agreement as means of serving . . . ought to be resilient - - can become inflexible ideological statements that comprise ends in themselves; autocratic and even despotic leaders may emerge who use covenants as bully pulpits. Worse yet, messianic leaders may emerge, who through deft charismatic manipulation of emotion are able to cultivate blind followership on the basis of poorly conceived ideas or personal aura.

Thus, while Sergiovanni (1992) warned of the potential for the abuse of moral power, he reaffirmed the dynamic nature of leadership and many of the leadership principles and constructs so predominant in Christian leadership literature. The next section reviews selected biblical leadership literature.

Christian Leadership

Over the years much has been written about the nature and function of the religious (more particularly, the Christian) leader and the leadership role. Sanders (1986, p. 17) pointed to leadership as "an honorable ambition" as cited in 1 Timothy 3:1 "To aspire to leadership is an honorable ambition" (New English Bible). However he also quoted the scriptural admonition against leadership as an ambition for proud or selfish purposes: "Are you seeking great things for yourself? Do not seek them" (Jeremiah 45:5). Sanders observed that there was in Christendom a measure of reservation about the person who sought a leadership office. Nevertheless, history and Scripture are replete with both godly leaders and guidelines for godly leadership.

Sanders (Ibid, p. 29) enunciated what he called, "The Master's master principle," namely, that "Whoever wishes to become great among you shall be your servant; and whoever wishes to be first among you shall be slave of all." (Mark 10:43-44, New English Bible). He illustrated this principle from the text of Scripture showing that God is sovereign in giving leadership and that leadership requires a true spirit of servanthood. Sanders (1986) distinguished between what he called natural and spiritual leadership with reference to the text: "When I came to you . . . my message and my preaching were not in persuasive words of wisdom, but in demonstration of the Spirit and of power" (1 Corinthians 2:1 - 4, New English Bible).

Sanders (Ibid., p. 35) defined leadership as "the ability of one person to influence others" and distinguished this natural human act from the divine assignment of leadership as both a gift and a responsibility. To the question "Are leaders born or made?" Sanders (Ibid., p. 37) answered:

> Both. Leadership has been defined as an "elusive and electric quality" that comes directly from God. On the other hand, it is clear that leadership skills can be cultivated and developed. Each of us from birth possesses skills that either qualify

> or disqualify us for certain tasks. Those skills often lie dormant until some crisis calls forth their exercise. They can and should be developed.

Sanders (Ibid., pp. 44-45) identified numerous criteria for leadership potential including such personal and character qualities as "Have you ever broken yourself of a bad habit?" "To lead others, one must be master of oneself." "Can you use disappointments creatively?" "Do you possess the ability to secure discipline without having to resort to a show of authority?" and "Can you induce people to do happily some legitimate thing that they would not normally wish to do?" Using the life of the apostle Paul as a model Sanders (1986) listed social, moral, mental, personality, domestic, and maturity elements as qualifications for leadership. Sanders stressed that leaders must reproduce themselves by allowing for and enhancing opportunities for others to become leaders. Also, leaders must be particularly wary of certain perils peculiar to leadership such as pride, egoism, jealousy, popularity, infallibility, indispensability, and elation and depression.

Youssef (1986) pointed to the need for leaders to be confirmed in the leadership position, and showed how God the Father confirmed the Lord Jesus as His Son and as the true Messiah. He maintained that leadership involved the recognition of the contributions of "those who have gone before" and a clear understanding of those being led. Using the figure of Christ the good shepherd, Youssef discussed the leader's need for courage and gentleness, and illustrated that leaders must be willing to counter tradition by placing human need before custom. From the life of Christ, he emphasized the importance of the leader to be truthful, forgiving, and generous in giving encouragement and of one's self on behalf of those led. Youssef pointed to the potential for leaders to be tempted to sin through the following: the use of power for manipulation and intimidation, ego as an attempt to gain personal recognition and protection, and anger.

Hildebrand (1990, p. 15) wrote about *the model of servant-leadership* from the life and teaching of Christ according to the Gospel of Luke, defining the servant-leader not as ". . . a particular style. Instead, it is an attitude that blends the characteristics of both into one. It is a perspective that informs and enlightens. Servant-leadership combines both grace and strength as its motivating drive." Hildebrand argued that servant-leadership was a better model of leadership than other contemporary leadership models, that "[i]t is equally true spiritually and morally. That is why God gave us His Son not only to redeem us but to model before us the life He requires" (Ibid., p. 17). He contended that life, faith and character were integrated in Jesus Christ and that He modeled servant leadership perfectly.

In a similar vein Greenslade (1984, p. 12) developed themes related to the servant-leader model from Scripture beginning with the concept that authority comes from God and accomplishes His purposes, that "spiritual leadership is part of God's kingdom rule," and that to be in authority one must be under authority. He explained that charisma has as its root *charis*, the New Testament Greek word for grace, indicating that true charisma is drawn from the anointing grace of God and that man, by God's design, is to exercise dominion or leadership as an expression of God's creation order. Leadership is first, an act of worship and second, an act of stewardship unto God and with one's fellow. Therefore, leadership must be carried out in response to the "calling of the Spirit" (Ibid., p. 37) and according to "God's view of things not man's" (Ibid., p. 41). In this sense, leaders must have vision and biblical commitment.

Christian Scriptures teach that all who confess Christ as Lord are equally priests of God and gifted by Him. Godly attitudes towards fellow believers and accountability for responsibility, according to Greenslade (Ibid.), are essentials of leadership. Greenslade (Ibid., pp. 93,94) suggested the following questions as a check-up for leaders:

1. Am I using the ability God has given me?
2. What is my ambition as a servant of God?

3. Have I an anointing for what I am doing?
4. Is my ministry by divine appointment?
5. Who gave me authority to do what I am doing?
6. Does my ministry find its authentication in my life?
7. Do I enjoy the approval of God in what I am doing?
8. Have I the assurance which enables me to serve without striving?
9. Do I accept the principle of accountability?
10. Can others count on my availability?

The concerns for the sense of divine appointment, the character and gifts of the leader, the common commitment of leaders with and obligation to followers, and appropriate skills were common themes in this genre of leadership literature.

The next section reviews research literature about the nature, use and development of the roles of the university and college president.

Roles, Metaphors and the Presidency

The focus of this study was on the roles of the Bible college president. An overview of the literature and research of metaphors, images and roles of presidents is provided in this section.

Getzels and Guba (1957) portrayed the interrelationship between the individual and the organization as a social system. They proposed that observed behavior was a function of two dimensions in a social system: idiographic and nomothetic. The idiographic dimension included the individual with his or her unique personality and need-dispositions, while the nomothetic dimension included the institutional properties, the role of the individual and the role expectations.

Institutions are established by people for certain purposes: they have structure, are normative and sanction-bearing. "The most important subunit of the institution is the role," stated Getzels and Guba (Ibid., pp. 426-427) and they identified five general elements

about roles. "They represent *positions, offices, or statuses within the institution*. . . . , are defined in terms of *role expectations*, are *institutional givens* . . . , may be thought of as lying along a *continuum from 'required' to 'prohibited'*. . . [and] are *complimentary*."

Getzels and Guba (Ibid., p. 429) diagrammed basic social systems and the development of roles and expectations as a function of institutional and individual factors as follows:

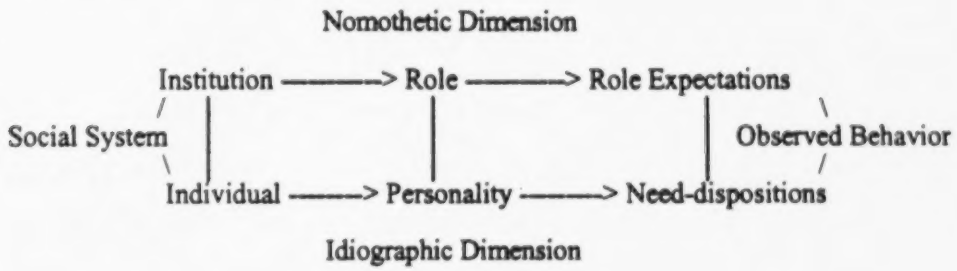


Figure One: General social systems model showing nomothetic and idiographic dimensions of social behavior

Images and metaphors can be used to bring clarity to an understanding of roles. "Metaphors," wrote Sergiovanni (1992, p. 45), "are important, for they frame the way we think about managing, leading, and schooling, and they create the reality that we ultimately live as school leaders." Kauffman (1980) wrote about the variety of the roles of a president. His research on the college or university presidential leadership caused him to remark:

> However one wishes to review these facts and figures . . . [they] make clear to me the relatively temporary nature of the presidential role. Rather than judge whether that is good or bad, governing boards should face this fact, provide for it, plan on it, and supply the kind of support and work conditions that should enable their institutions to have outstanding leadership despite the temporary nature of such posts (Ibid., p. 17).

It is for reasons such as this that literature dealing specifically with leadership roles and the college presidency is of interest. The view of this researcher is that perceptions held by colleges presidents are influenced as well as characterized by metaphors - - a way of viewing their work. Again, Kauffman (1980, p. 4) commented:

> One difficulty in trying to discuss the college or university presidency is the widely varying conceptions of the role portrayed in different times and places. There are so many images from the past, so many conflicting and contradictory ideas of what a president does, or ought to do. Each person brings an image, a memory, an expectation to this subject.

Morgan (1986, p. 12) observed that our "theories and explanations of organizational life are based on metaphors that lead us to see and understand organizations in distinctive yet partial ways." Hence, metaphors and images are used to understand "one element of experience in terms of another" (Ibid., p. 13).

Notable among researchers who have directed attention to presidential roles through the use of images are Cohen and March (1974). Their depiction of colleges and universities as organized anarchies has drawn mental pictures of the various roles of the college president characterized under eight metaphors.

1. Competitive market metaphor. This metaphor presented a presidential role that draws upon free market assumptions as fundamental to institutions; namely, there were few frictions in the relevant market, everyone knew of alternatives, and there was relative ease of entry into the market for new colleges and universities.

2. Administrative metaphor. This metaphor saw a president working with well-defined objectives, a hierarchy of positions and criteria and objectives that were clearly understood.

3. Collective bargaining metaphor. In this metaphor the president worked with competing interest groups such as students, faculty, administration, researchers, legislators, and donors and bargained agreement regarding their conflicting interests.

4. Democratic metaphor. As the name suggests, this was a presidential role in which the electorate composed of students, faculty, alumni, parents and legislators were constituents so the president sought to broker their support for his plans.

5. Consensus metaphor. This was a metaphor that viewed the president as concerned to secure unanimity and he/she used social pressure in helping members to arrive at conformity to the group.

6. Anarchy metaphor. A metaphor in which individuals and groups were autonomous and decided if they would comply with the president's will. For example, the teachers decided if they would teach, the students decided if they would take and/or attend classes and so on. The president's role was to ensure and preside over the participation of all.

7. Independent judiciary metaphor. In this metaphor the president makes arbitrary and authoritarian decisions.

8. Plebiscitary-autocracy metaphor. This metaphor had the president consulting with faculty and colleagues but only for the the purpose of making his/her own decisions.

Regardless of the ultimate analyses of the leadership role of college and university presidents, those same factors that led Cohen and March to their conclusions pertain to and have a bearing on the presidents' own images. And these images influence their perceptions and performance of the presidential role.

The University and College Presidential Role

In recent years, the focus of several studies has been on the leadership of postsecondary institutions, especially the office of the president. The crises of economic depression, the emphasis on the equality of educational opportunity, the increase in both the proportion and number of students attending postsecondary institutions, and the social turmoil resulting from unemployment and literacy problems are but a few of the challenges facing the college president. In regard to the Canadian college presidential role, research has focused on identifying actual work as well as the role of college and university presidents (Barrington, 1982; Allen, 1985; Rose, 1985; and Samson, 1987).

The decade of the 1980s saw research into the nature of the public college presidency in Alberta. Barrington (1982) examined the congruence between the perceptions of the role of the college president held by the presidents of Alberta colleges and the government officials with whom they worked and concluded that:

> the presidency is an illusion . . . a prototypic organized anarchy . . . [and claimed] that although presidents believe in comprehensive planning, they do not do it because long-range plans presume clarity of goals, an understanding of technology, and continuity of leadership (Ibid., p. 44).

Rose (1985, p. 11) investigated the presidential role by describing and analyzing "the administrative behavior of seventeen Alberta college and university presidents with a view to developing some propositions about the nature and function of their work and the type of leadership qualities they possessed." The study unfolded in a manner similar to Mintzberg's (1973) typology by investigating the interaction of task, time, and leadership qualities. Time and task elements were ascertained by various logs as developed by Cohen, March and Glenn and the leader qualities were determined by using the Leadership Qualities Questionnaire.

Along somewhat the similar lines, Allan (1985, p. 181) studied the administrative behavior of Alberta public college presidents in order to observe, describe, and analyze "their administrative behavior with a view to developing propositions about the nature and function of their work." Out of her observations she developed ten propositions that answer such questions as, What does a college president do? How much time does it take? Who initiates the contact for meetings? and, Does the college president receive satisfaction from his work? From her research, Allan (Ibid., pp. 197-206) concluded as follows:

> Proposition One. The president spends a large proportion of his time working in verbal contact with people [81% of the working day].
>
> Proposition Two. The president spends the largest proportion of time in scheduled meetings [53% of the working day].
>
> Proposition Three. The president is involved each day in a large number of activities of short duration [an average of 26 activities/day, 10 of which were less than 10 minutes long].
>
> Proposition Four. One of the primary pressures on the president is the problem of organizing and controlling his/her time [over 50% of activities were initiated by others].
>
> Proposition Five. The president spends the greatest proportion of the verbal contact time on interpersonal behaviors.
>
> Proposition Six. The president involves others in decision making [there were 6.7 decisional contacts/day requiring 23% of the time and 34% of the activities].
>
> Proposition Seven. The nature of the college environment affects the work of the college president [including the nature of Alberta postsecondary environment, including boards, Advanced Education and funding, with funding being the major influence on their work].
>
> Proposition Eight. The president occupies a unique position in the college [with the board and interest groups requiring mediation and arbitration making the president feel like] . . . the man in the middle.
>
> Proposition Nine. The president receives job satisfaction from the challenges of the job and the status of the position.
>
> Proposition Ten. The president's position is shaped by the individual filling the position.

Allen (Ibid., p. 205) concluded her study by asking presidents the question: "What motivates you to remain as college president? [and answered that] . . . individual presidents [of Alberta colleges] agreed there were two main reasons: (1) the challenge of the job, and (2) the recognition and status that goes with the position."

Mintzberg (Ibid. p. 56) summarized managerial roles under three broad categories, *interpersonal* including figurehead, leader, and liaison; *informational* including monitor, disseminator, and spokesperson; and *decisional* including entrepreneur, disturbance handler, resource allocator, and negotiator. Cote (1983) researched the role of university and college presidents in the six sectors of Pennsylvania higher education. Of leadership Cote (Ibid., p. 36) commented: ". . . leadership has proven to be a most difficult concept from the point of view of representing a consistent, widely accepted definition or understanding of the construct for the purpose of empirical research." He conducted his study of the institutional presidents and board chairpersons using role theory and Mintzberg's managerial roles as the basis for his investigation.

As a result of his research of presidential roles Cote (Ibid.) concluded:

* That ". . . presidents and board chairpersons do not differ significantly in the perceptions of the relative importance of the twenty presidential roles . . . . The five with the highest significant correlation were fund raiser, community leader, government liaison/resource stimulator, physical plant/property overseer, labor relations specialist . . . [and] that there may have been greater consensus among the two groups of leaders [presidents and board chairpersons] on less important roles" (Ibid., p. 162).

* That ". . . presidents perceive three roles (trustee rapport builder/ advisor, financial manager, community leader) to be significantly more important than did trustees, and trustees perceived the labor relations specialist role to be significantly more important than did presidents" (Ibid., p. 163).

* That ". . . presidents and board chairpersons representing different sizes or types of institutions do not differ significantly in their perceptions of the relative importance of selected presidential roles believed to be descriptive of the president's job . . . [except in regards to four roles]: administrator/executive, consensus builder/mediator, faculty advocate and community leader" (Ibid., pp. 163,164)

* That three roles (faculty advocate, educational advocate, government liaison/resource stimulator) were perceived as significantly more important by presidents of larger institutions than by presidents of smaller institutions (Ibid.. 164,165).

* That trustees of larger institutions perceived three roles (educational advocate, community leader, government liaison/resource stimulator) to be more important than did trustees of smaller institutions (Ibid., p. 165).

* That, while the visionary/long range planner role was rated highest by presidents of all types of institutions (state-related institutions, private junior colleges, state-aided institutions, private colleges and universities), it "was perceived as most important by state related institution presidents . . ." (Ibid., p. 166). Also, ". . . private college and university presidents perceived fund raiser - - the role rated fourth highest by all presidents - - to be significantly more important than did public community college and state college and university sector presidents" (Ibid., p.167). State-related institution presidents perceived government liaison/resource stimulator" (Ibid., p.168) to be more important than did presidents of other institutions.

* That ". . . presidents and board chairpersons agreed that the 'inside' role dimension was of greater importance [than the external role] in terms of degree of importance as well as relative importance" (Ibid., p. 172).

* That institutional size and type was not a significant factor in the presidents' and board chairpersons' perceptions of the 'inside' and 'outside' roles of the president (Ibid., p. 173).

As part of the summary and conclusions of his research on college and university presidential roles Cote (Ibid., pp. 178-179) wrote:

> The data--particularly the qualitative data -- gathered in this study seemed to imply that presidents, quite possibly unwittingly, may have become 'their own worst enemies' as they struggle to fulfill the awesome responsibilities of their positions.

And about the seeming impossibility of the varied and significant leadership roles, Cote (Ibid, pp. 181-182) concluded:

> The presidents' frustrations with the overwhelming burdens of the office do seem to exist in fact. It also seems many presidents are unable or unaware that reasonable alternatives more closely involving trustees may be possible and productive (or they are unwilling to explore those alternatives).
> . . . The irony, yet promise of hope, revealed . . . by this study is its major finding: presidents and board chairpersons are in close agreement about the relative importance of the many roles presidents are expected to fulfill.

Samson (1987) sought to clarify the roles of three university presidents in Nova Scotia by ascertaining perceptions of their roles, and how effective, efficient and satisfied the presidents were. To do this he surveyed eight groups (role sets) of individuals associated with each university as follows: president, governors, senators, senior administrators, faculty, faculty executives, student union executives, and alumni association executives. His study was classified as a case study. "In fact three separate case studies were done using a questionnaire designed to obtain answers to the research questions . . ." (Ibid., p. 52). The questionnaire was an adaptation of the Cote (1983) Presidential Roles Survey and, where response for a role set was low or if responses were ambiguous, interviews were conducted. Samson's findings were as follows:

* That the presidents of the three universities "did not agree among each other on which role or roles should be of 'extremely high importance'" (Ibid., p. 202).

* That "there was agreement as to the relative importance of each of the 20 presidential roles between the role sets of Acadia, Dalhousie, and Mount Saint Vincent universities" (Ibid.).

* That "the presidents agreed with their respective role sets as to the relative importance of 10 roles:

Visionary/long range planner
P.R. specialist/image builder
Government liaison/resource stimulator
Educational advocate
Governor rapport builder/advisor
Faculty advocate
Marketer/salesperson
Alumni liaison/motivator
Labor relationships specialist
Physical plant/property overseer" (Ibid., p. 202).

* That ". . . the degree of agreement on all 20 roles between each of the three presidents and the eight groups in his or her respective role set was as follows:

Acadia	16 agreements or 80%
Dalhousie	14 agreements or 70%
Mount Saint Vincent	16 agreements or 80%" (Ibid. p. 202).

* That "the presidents were viewed as totally effective on the role of symbol/ceremonial official . . . [and] acceptable to excellent on 10 roles, namely:

Governor rapport builder/advisor
Interinstitutional diplomat
Fund raiser
Alumni liaison/motivator
Financial manager
Student liaison/mentor
Labor relations specialist
Community leader
Scholar/teacher
Physical plant/property overseer" (Ibid., p. 203).

* That the presidents were not rated as totally or inefficient on any of the 20 roles but ranging from "acceptable" to "excellent" in fulfilling seven roles as follows:

P.R. specialist/image builder
Symbol/ceremonial official
Governor rapport builder/advisor
Alumni liaison/motivator
Labor relations specialist
Scholar/teacher
Physical plant/property overseer (Ibid., p. 204).

* That presidents were perceived as satisfied with other roles as follows:

Visionary/long range planner
Government liaison/resource stimulator
Educational advocate
Governor rapport builder/advisor
Faculty advocate
Marketer/salesperson
Physical plant/property overseer (Ibid., p. 205).

* That, while total agreement between actual role perceptions of presidents and role sets did not exist for any of the 20 roles, there was agreement from "acceptable" to "excellent" that presidents efficiently fulfilled seven roles as follows:

Visionary/long range planner
P.R. specialist/image builder
Symbol/ceremonial official
Governor rapport builder/advisor
Interinstitutional diplomat
Alumni liaison/motivator
Community leader (Ibid, p. 207).

As part of his final conclusions, Samson (Ibid., p. 205) stated that presidents were perceived as "totally satisfied on two roles, i.e. P.R. specialist/image builder and labor relations" and satisfied, ranging from 'acceptable' to 'excellent', on the roles of visionary/long range planner, government liaison/resource stimulator, educational advocate, governor rapport builder/advisor, faculty advocate, marketer/salesperson, alumni liaison/motivator, and physical plant/property overseer.

Samson (Ibid., p. 208) summarized his findings by stating that presidents' perceptions of their role:

> . . . are influenced by pressures and realities of the office, factors which are not readily appreciated or understood by members of the role set . . ., [that presidential perceptions of] the relative importances of the roles are affected and determined by . . . personality, past experiences, and personal needs.

A study by Neuman (1990) recently examined how presidents learned about their roles through their biggest mistakes through intensive semistructured interviews of presidents of 32 selected colleges and universities. By evaluating the presidents' responses to the the request: "Describe your biggest mistake!" Neuman generated a framework that assessed why and how the error was made, the context and nature of the error, and what the presidents learned from the error. Neuman found that presidents erred in their

relationship with faculty and other personnel because of wrong expectations and that presidents made their biggest mistakes early in their presidency.

Neuman and Bensimon (1990, p. 679) investigated how college presidents construct the role of the college presidency under the assumption that ". . . a college president, as the key formal leader of a college, has a unique opportunity to bring her or his personal understandings and interpretive schemes to bear on how others understand and feel about their realities." The purpose of their study was to ". . . explore and, to the extent possible, identify patterns in how presidents make sense of, or interpret what they do, and thus consider the 'personal theories,' 'tacit knowing,' or 'assumptions' that underlie their work" (Ibid.). The data acquired were analyzed successively and four "ideal" types of presidents were identified.

Type A presidents led stable institutions but targeted their attention on external activities with a concern for making major contributions to the community. They had a global perspective and viewed themselves as initiators or entrepreneurs needing to be informed, to anticipate and develop proactive agenda. Primarily, Type A presidents focused their personal attention to external concerns but they maintained a connectedness with their institutions by creating formal structures and reporting systems and through dominating the budgeting processes.

Type B presidents led stable institutions but focused their attention on internal matters. Their emphases were on being student centered so they concentrated on quality of relationships and services provided to students and characterized themselves as mentors or coaches. Type B presidents operated by being sensitive to external items, but they gave opportunity for meaningful elements of organizational life to develop in a natural fashion; they focused on the present organizational life more than the future organizational life.

Their relationships to the colleges were more intense and personal and used a high level of personal interaction with faculty and students.

Type C presidents led institutions that were more likely to be financially troubled, and they focused on the colleges' external environments. Their faculties were likely to be distressed, and Type C presidents were concerned with short-term actions to secure resources. They were careful about the image of their schools and sought to build credibility while retaining a more distant internal affiliation through executive officers who were responsible for divisions of operation.

Type D presidents also led institutions facing financial crises, but their focus was internal, on the inanimate aspects of organizations: budgets, structures and procedures. They believed that, as presidents, they were the final deciding and appointing authorities for their institutions and were either preoccupied with "cleaning up the mess" or poised to react to some impending external threats. Type D presidents used bureaucratic structures and emphasized authority and formal processes to monitor, constrain and control while remaining personally "remote."

Neuman and Bensimon (Ibid., p. 698) concluded that ". . . the college and university presidency is not a firm, singular experience, but rather, that its incumbents may conceive and experience it in diverse ways."

Conceptual Framework

Research and literature indicated that leadership is a function of the melding of such factors as leader personality, leadership style, member characteristics, organizational culture and the particulars of the leadership situation. Kauffman (1980), in *At the pleasure of the board*, discussed the divergent and changing expectations and realities of the presidential role. He (Ibid., pp. 38, 39) wrote of

> . . . the disparity between expectations and realities of the college presidency. My object, in all my research and writing, is to find ways better to describe the realities of the presidency in higher education . . . . My aim is to increase the effectiveness of the presidency by conveying greater understanding of its actual nature and complexity, for I believe that effective presidencies are essential to the life of our colleges and universities.

The "role" exercised by the leader emerges from the blending of these elements. Bass (1990, p. 44) wrote:

> . . . the characteristics of the individual and the demands of the situation interact in such a manner as to permit one or perhaps a few persons to emerge as leaders. Groups become structured in terms of positions and roles during the course of the members' interactions. . . . The occupant of a leadership position is expected to play a role that differs from the roles of other group members.

Sergiovanni et al. (1984), Sergiovanni (1990 & 1992) and others (Selznick, 1957; Sander and Wiggins, 1985) indicated that culture includes commonly shared beliefs, and that effective educational leadership involves the communication of vision, purpose and meaning that both represents and enhances values or attained valued ends.

Research regarding the roles, functions, and tasks of presidents indicated that presidents actually spend their time and energies in a significant amount of verbal, face-to-face communication and time consuming scheduled and unscheduled meetings (Allan, 1985; Rose, 1985). These elements were significant in the formation of expectations and perceptions as well as the exercise of the presidential roles.

Finally, religious literature (Eims, 1977; Engstrom, 1976; Gangel, 1973, 1974; Greenslade, 1984; Hildebrand, 1987; Cedar, 1987; Habecker, 1990) suggested that leadership in Christian organizations should be characterized by intellectual knowledge, skills, and spiritual dynamics including such qualities as serving, humility and the leader's personal life of moral virtue, prayer, faith and a sensitive heart. Engstrom (1976) summarized the essentials of religious leadership as a function of divine gift and call,

leadership style, and personal traits of the leader. Finally, Hildebrand (1987) answered the question "What makes Christian leadership?" and used the Christian Scriptures to identify Christ as the model leader with traits or qualities such as vision, wisdom, action, patience-perseverance, and courage.

These elements are significant in setting expectations which, in turn, form the perceptions that stakeholders have of various roles to be carried out in the exercise of leadership. The model of leadership proposed by Immegart (1988, Figure Two) seemed particularly appropriate for the design of this study because it provided a comprehensive conceptual basis for the review of perceptions of the role of Bible college presidents.

Immegart (Ibid.) proposed that since leadership occurs within a context inclusive of organizational factors (goals, resources, culture, boundaries for action), the contingencies of the events, the person of the leader, the actions, expectations and roles and outcomes are forged by the interaction of all facets within the context.

The Immegart (Ibid.) model was modified and used to as the conceptual framework of this research because of its comprehensive and appropriate inclusion of presidential leadership expectations or roles. Figure Two presents the complete Immegart (Ibid.)

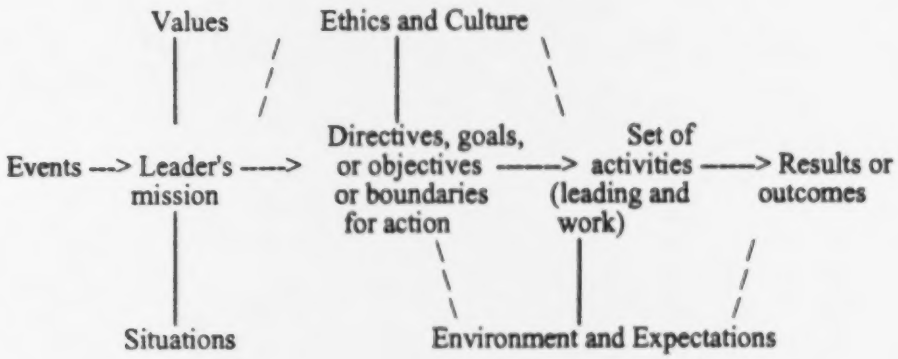

Values
Ethics and Culture
Events ---> Leader's mission ----->
Directives, goals, or objectives or boundaries for action
-----> Set of activities (leading and work) -----> Results or outcomes
Situations
Environment and Expectations

Figure Two Model of a Broad Conceptualization of Leadership
(Immegart, 1988, p. 274)

leadership model. It begins with the events of the leader's context which combine with the values and the actual leadership situation in forming the leader's mission. The ethics and culture interact with the leader's mission to frame goals, directions and boundaries for leadership activities. The ethics, culture and resultant boundaries are influenced by both the environment and the various expectations to produce a set of actions that work toward an outcome.

This study focused on only three of the dimensions of leadership in identifying the perceptions of the leader's role. Thus, the Immegart (Ibid.) model was simplified to include only those elements under investigation in this study (Figure Three). The leader has personal beliefs (Greenslade 1984; Habecker, 1990; and Sanders, 1986), values (Sergiovanni 1990 and 1992; Selznick, 1957), and a personal background (age, experience and education). These factors are extant in the leader and meld with the ethics and culture of the institution (Sander and Wiggens, 1985; Bass, 1990) as one set of factors, along with the nature of the institution (age, size, number of faculty members, number of previous presidents), and its unique combination of resources and expectations (Bass, Ibid.) to produce institutional directions and goals. The leader's situation includes the

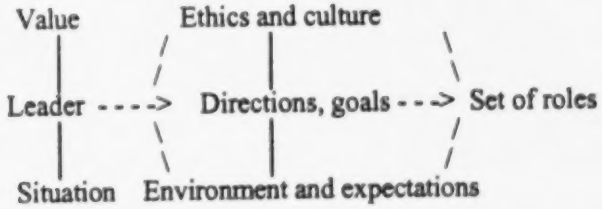


Figure 3 Modified Immegart Leadership Model
(adapted from Immegart, 1988, p. 274)

various issues (for example, financial, governance, educational, accreditation and personnel) which face the leader in the exercise of leadership. The leader interacts with this combination of individual and institutional elements of the environment (internal and

external) and expectations. Expectations, held by individuals who are part of the organization or expressed as formal institutional goals, are major influencers that produce both the leader's perceptions and the resulting actions. These are characterized as a set of roles.

The Bible college is an organization whose members and organizational purpose are characterized by commitment to a firmly held set of values. The president is influenced by two very real and constraining sets of factors: the values espoused by its members and the organizational values as formally articulated by the college, on the one hand, and the college situation such as financial and economic conditions, academic realities, goals and needs, personnel and governance needs, and affiliations and community needs, on the other. The ethics and culture of the college together with its environment (age, size, number of faculty members and number of previous presidents) and the expectations (perceptions of the presidential role held by board chairpersons, academic administrators and faculty members) formed college directions and goals. The result was a perception of the leadership role of the president. This, in turn, was reported by means of the survey of members of the four role sets (presidents, board chairpersons, academic deans and faculty members). Factors such as faith and commitment, the presidents' personal backgrounds, and the colleges' contexts with its members and constituents as well as the institutional environments interacted forming the perceptions of presidential roles (Figure Three). This study investigated the perceptions of the president's roles that was held by the stakeholders ACBC member colleges with special attention to the perceptions of college presidents in 1989.

Summary

Chapter two reviewed literature about Bible colleges that identified the nature and purposes of this sector of Canadian postsecondary education. Some definitions and the nature of leadership were discussed, and a brief overview of leadership theory and

research and literature about the college or university presidency, especially presidential roles were reviewed. Finally, the modified Immegart model of leadership was presented as the conceptual framework for this study.

Chapter three will present the research design of this study.

CHAPTER THREE

DESIGN, METHODS AND PROCEDURES

This chapter presents the design, methods and procedures used to address the major research questions of this study, beginning with a brief discussion of the nature of survey research. The research questions are restated, followed by a description of the characteristics of the population and sampling procedures used in this research. Next, follows a discussion of the process used and the nature of the modifications for the presidential roles survey instrument, beginning with a comparison of the roles developed by Cote (1983) for the instrument used in his research about presidential roles and an instrument modified for use with Bible colleges. Descriptions of the procedures used and timeline followed to gather the data for this study are then stated. The final sections of the chapter contain a discussion of the validity and reliability of the data and the plan for analyzing the survey results, concluding with a brief discussion of the ethical considerations followed during this research.

Survey Research

This study was a descriptive or survey research. Survey research is a useful means of studying or obtaining information from both small and large populations enabling the researcher ". . . to find out what exists and how it exists in the social environment of a group, a geographical or political area, or even a whole country" (Kerlinger, 1979, p. 151). Asher (1976, p. 277) defined descriptive research as ". . . a method of determining interrelationships among variables in an educational system. No systematic changes in treatments or conditions are made; only the relation of conditions and the decisions on criteria variables and on each other is determined." Fox (1969, p. 424) pointed out two conditions that justify survey research: ". . . first, that there is an absence of information

about a problem of educational significance, and second, that the situations which could generate that information do exist and are accessible to the researcher."

Three types of surveys may be conducted: descriptive, concerned to describe a specific set of behaviors or conditions at a specific time; comparative, intended to make a comparison between two or more phenomena based on preselected criteria; and evaluative, intended to evaluate some aspect of the research topic using preselected criteria (Fox, Ibid.). Descriptive surveys ". . . seek to determine the incidence and distribution of the characteristics and opinions of populations of people by obtaining and studying the characteristics and opinions of relatively small and presumably representative samples of such people" (Kerlinger, Ibid., p. 151). Information for cross-sectional surveys is most frequently collected by two chief means: personal interviews and questionnaires (Borg and Gall, 1989).

Descriptive research using carefully constructed instruments provides relatively inexpensive data from a large number of potential respondents in standardized form. Among the disadvantages in using questionnaires, however, are the that questionnaires only provide impersonal interaction; there are no assurances that respondents will answer at all, nor are there guarantees that responses will be accurate (Fox, Ibid.).

Because of the paucity of information available about presidents of Canadian Bible colleges a descriptive survey seemed appropriate. Its goal was to identify the perceptions that the presidents and various other persons connected with Canadian Bible colleges had about the role of the president. According to Castetter and Heisler (1980) information can be generated for descriptive surveys using interviews and questionnaires. Thus, this study used a questionnaire to survey the perceptions of presidents and selected stakeholders of the presidential role of Canadian Bible colleges. Because the data gathered in the study constituted the perceptions of the presidents and other persons in the Bible colleges, the

context of this research was people and faith intensive (the colleges are religious or church-related).

Data about the perceptions of persons who occupied different positions within ACBC colleges served to "round out" the essence of the perspectives on the presidential role and was drawn from a survey using structured roles was the foundation for the research. The presidents of Canadian Bible colleges had "cultural" or value similarities which harmonized their perspectives, while at the same time their individual backgrounds were factors in the formation of the presidents' unique perceptions of the presidential roles. The study acknowledged the dynamics of the context as reflected in the leadership expectations or perceptions of the presidential role by providing respondents with opportunities to make comments and observations about presidential roles. In addition to this, the expressions of the perceptions of different office holders with the same institutions about the significance of various presidential roles yielded data that illustrated both similarities and differences of role perceptions.

Design of the study

This section begins with a restatement of the research questions, outlines research procedures and timelines, presents the population and sampling procedures, and concludes with a discussion of Cote's (Ibid.) 20 roles and the procedures used to adapt them for use in researching Bible college presidential roles in this study.

The Research Purpose

The purpose of the study was to determine the perceptions of the role of president of Canadian Bible colleges as held by the presidents, board chairpersons, senior administrators and selected faculty members.

The research questions that explored the purpose of the study were as follows:

1. What is the nature of the colleges in this study (size of student body, size of faculty and years of operation)?

2. What personal biographical information describes the presidents (age, experience prior to the presidency, first degree, highest degree, source of degree, years with college and years as president)?

3. What are the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

4. What is the influence of the institutional variables and the personal background data on the presidents' perceptions of their role?

5. What is the extent of agreement among the perceptions of the role of the president and the perceptions of the individuals in the three role sets identified?

Procedures and Timeline

Research Procedures

This research was developed in the following order.

1. A review of literature and research about the college or university president as well as a review of leadership literature from a biblical perspective.

2. A modification of the Presidential Roles Survey as developed by Cote (Ibid.) to assure its appropriateness for gathering data about Bible college presidents. (See Appendix

C for comparison of Cote's [Ibid] original Presidential Roles Survey and proposed modifications.)

3. An expert panel reviewed the modifications of the Presidential Roles Survey instrument. The questionnaire developed by Cote was both valid and reliable. Therefore the minor modifications to the instrument were examined critically by the experts on the panel. The proposed changes to role titles and/or descriptions in Cote's instrument for use in this research reviewed, approved or recommended by the panel to affirm or enhance their appropriateness and clarity and assure the continued validity and reliability of the modified instrument.

4. A pilot study of the modified Presidential Roles Survey instrument was conducted with three church-related colleges in Alberta that are not members of the Association of Canadian Bible Colleges. The purpose of the pilot was to assure face validity and to serve as a final check for the appropriateness and clarity of modifications. (See Appendix D for list of colleges in the pilot study.)

5. The modified questionnaire entitled Presidential Role Survey was distributed to a sample of respondents in ACBC to identify and compare perceptions of the presidential role and ascertain levels of similarity among the perceptions (See Appendix E for modified Presidential Roles Survey.)

6. Interviews with the presidents of four Bible colleges were conducted to explore their personal experiences and responses to and/or insights about the data as well as to probe salient or unusual information about presidential roles.

7. Data analyses were conducted and the dissertation was written to report the results of this study.

Data Gathering

Presidential roles survey. The final draft of the modified Presidential Roles Survey (Cote, Ibid.) was printed and distributed in a packet to the members of the role set (presidents, board chairpersons, academic deans, and selected faculty members) of each college according to the sampling procedures. Included in the packet was a letter that explained the nature of the research (Appendix H), a sheet of instructions for completing the survey (attached to the Presidential Roles Survey), a letter from Dr. Carl Verge, president of ACBC for 1989 (Appendix G), in which he urged individuals to participate in this research, and a stamped and self-addressed envelope for the return of the completed instrument.

This was followed by a letter requesting respondents to complete the survey if they had not already done so approximately three weeks later (see Appendix I for copies of the letters). Responses that were completed were tracked by code and, in late September and early October, the members of the role set for which no response had been received were sent another copy of the survey together with the letter of introduction and the instructions for competing the survey. In November, 13 board chairpersons and a few presidents were called by phone to request that they complete and return the survey (see Table 4.1 for frequency of returns).

Interviews. During the annual ACBC convention held in May, 1991 on the campus of Briercrest Bible College at Caronport, Saskatchewan, interviews with the presidents of four Bible colleges were conducted in order to explore their personal experience and responses to and/or insights about the data as well as to probe salient or unusual information about presidential roles. The college presidents were selected for interviews based on factors including college size, denominational and university affiliation, and

accessibility - - whether they planned to be at the convention. (For the structured interview questions see Appendix J.)

Data Analysis

Because the data were descriptive, they were analyzed first by tabulating and aggregating the data about the colleges and background data about the presidents and establishing frequency distributions and percentages. Next, the role perceptions of each group in the sample of respondents were presented. The perceived importance of each role was determined by calculating the mean perception of each role. Finally, the data were analyzed to determine the extent to which similarities or differences existed among the data sets. The influence of institutional variables and personal background data of the presidents on the presidents' role perceptions were examined by t tests and F tests. Differences among the role perceptions of respondent groups were examined by F tests. The significance levels for both the t test and the F test were established at the 0.05 level in the analyses. A Scheffe analysis was done where variables had more than two groups to identify how the groups varied from each other. Also, each written comment was taken verbatim from the questionnaire for use in understanding and interpreting data.

Timeline

October, 1988. During the month of October a panel of experts reviewed proposed modifications to the wording of some of the titles and descriptions of Cote's survey and a modified Presidential Roles Survey was completed. (See Appendix C for list of panel members and Appendix E for modified Presidential Roles Survey.)

April, 1989. Following the review of the instrument by the panel of experts the modified surveys were printed and distributed to the four members of the role sets of three accredited church related colleges in Alberta as a pilot study. These pilot surveys were

returned very quickly and no changes were recommended. The surveys were mailed to the four position holders of the member colleges of the Association of Canadian Bible colleges (presidents, board chairpersons, academic deans, and a randomly selected faculty member) according to the most recent membership. At the end of April, a reminder letter was sent to individuals urging them to complete and return the survey.

September, 1989. In September individuals who had still not responded were sent a new packet that introduced the research and included all the previously sent material. This prompted some additional returns.

November, 1989. During the weeks of late October and early November phone calls were made to 13 board chairpersons (one was not available for contact by phone) to ask for their participation. As a result additional board chairpersons' responses were received.

January, 1990. The data received during the months of April/May and September to November of 1990 were collated, and prepared for computer entry in the Department of Educational Administration for analysis.

March 22, 1990. The responses were submitted to the Department of Educational Administration for entry. On the day after submitting the data (March 23, 1990) the researcher suffered a stroke and was unable to continue the analysis of data and writing of the dissertation until May, 1991, at which time the writing and data analysis were resumed.

The Population

The population of this study was the Bible colleges in Canada. These colleges, located in all Canadian provinces except Newfoundland and Nova Scotia, varied in size from less then 50 to more then 700 students. The first such Canadian college was

established in Ontario in the early 1890s. Members of this sector of Canadian postsecondary education formed an association for the purpose of fellowship and professional development during the early 1960s. The sample for this research was drawn from these colleges.

The Sample

The sample for this research included the Canadian Bible colleges that were members of the Association of Canadian Bible Colleges, a total of 43 member colleges in 1985. The office holders from these member colleges formed the sample as follows:

1. All the Bible college presidents of ACBC member colleges.
2. All the chairpersons of the boards of trustees of ACBC member colleges.
3. All the academic administrators most immediately subordinate to the presidents in the administrative structure of ACBC member colleges.
4. A member from the faculty of each ACBC member college selected by the president.

The Instrument

The primary source of data was the Presidential Roles Survey instrument as developed by Cote (Ibid.) and modified by the researcher. Cote (Ibid., p. 93) reported the procedures whereby the original instrument was designed and validated as follows:

> The design of the research instrument included six phases: (1) conducting a series of interviews with presidents, former presidents and board chairmen to learn more about the number and nature of presidential roles, (2) simultaneously, conducting an extensive literature search for the same purpose, (3) integrating interview data and the literature review findings resulting in presidential task affinity groups representing distinct presidential roles, (4) naming and describing the presidential roles and drafting the survey instrument containing those roles, (5) circulating the draft instrument to a panel of experts for validation of the role set, general commentary on the role set, and instrument construction, and (6) conducting pilot studies for the same purposes as

noted in phase five as well as testing instrument reliability and the mail survey procedures.

Cote's (Ibid.) instrument measured the respondents' perception of the importance of the 20 presidential roles and these role titles and descriptions formed the foundation for the instrument used in this research. (See Appendix B for Cote's [1983] Presidential Roles Survey.)

Panel of Experts

An expert panel of twelve members was purposefully selected for their expertise and background in both postsecondary education and research methods. The panel included professors and administrators of the University of Alberta, private, church-related and Bible colleges, and public colleges (see Appendix C for list of panel of experts).

The expert panel review process included an initial telephone contact by the researcher to explain the research and to request participation on the panel. A packet was delivered to the panel members that contained an introductory letter with a brief explanation about the nature of the research and the role of the panel of experts together with a copy of Cote's (Ibid.) original Presidential Roles Survey and the proposed modifications. The panel members made recommendations regarding the changes and observations about the appropriateness of the proposed adaptations (see Appendix C for a copy of the document submitted to the panel of experts that compares the original Cote [1983] Presidential Roles Survey and the proposed modifications).

Instrument Modification

The modifications to the Presidential Roles Survey were drawn from leadership roles identified by religious leadership literature and were suggested to accommodate the

structures, format, and philosophy of the Bible colleges' purposes as institutions of Christian higher education. Because of the religious nature of Bible colleges and the importance of spiritual elements in their leadership role, in particular, the researcher proposed modifications to accommodate these dimensions. They were critiqued by the expert panel to assure appropriateness and clarity and the insights and observations provided by the panel were incorporated into the Cote (Ibid.) Presidential Roles Survey resulting in some changes to role titles and descriptions.

There were three types of changes in the survey instrument: changes in role titles, changes in role descriptions that included Bible college distinctives, and changes that simplified role descriptions. The titles were changed as follows:

Role 1. P.R. specialist/image builder was changed to *Constituency diplomat/image builder*.

Role 6. Labor relations specialist the title was changed to *Personnel relations specialist.*

Role 7. Academic planner/innovator was changed to *Academic leader/innovator.*

Role descriptions were changed to include Bible college dynamics and philosophy as follows:

Role 1. Constituency diplomat/image builder. The description was modified to include communication with churches, mission agencies and denomination groups.

Role 3. Student liaison/mentor. The description was changed to include advising, counselling, influencing students directly as a "shepherd of the flock."

Role 5. Fund raiser was changed to include religious organizations among those from whom funds are solicited.

Role 19. Educational advocate. The description of this role was modified slightly to include Bible college education and advocacy of Christian education at all levels.

Role 20. Interinstitutional diplomat. The description of this role was modified slightly to include developing relationships with Bible colleges.

The descriptions of twelve roles were modified slightly by simplifying the descriptions. These modifications resulted in the development of the research instrument for this study (see Appendix E for the modified Presidential Roles Survey). Having made changes based on the feedback of the panel of experts to the proposed modification, a pilot study with the final draft of the modified presidential roles survey was conducted.

Pilot Study

A pilot study to confirm the appropriateness and clarity of role titles and descriptions was conducted involving selected personnel from three accredited private church-related colleges in Alberta. The pilot study included the president, board chairperson, academic dean and a selected faculty member in the role set of each college for a total of 12 persons. Eleven of the twelve returned the completed surveys without suggested changes or comments. The twelfth person commented that their college was a private liberal arts college with a different mandate from Bible colleges; therefore it seemed inappropriate to respond. No changes in the questionnaire were recommended by the pilot study.

Validity and Reliability

The credibility of research and, in particular, conclusions drawn from it hinged on two main issues: (1) did the research obtain the intended information? (validity); and (2) would repeated research consistently yield the same information? (reliability). As Northey and Tepperman (1986, p. 77) stated, "to produce trustworthy conclusions, the measures used to obtain data in social science must be both valid and reliable." Hence, the validity

and reliability of both the survey instrument and the procedures of this research were imperative.

Validity

Borg and Gall (Ibid., pp. 249-250) stated that validity is the ". . . degree to which a test measures what it purports to measure." Asher's (1976, p. 283) definition expanded the construct and asserted that validity ". . . is a concept indicating authenticity, truth, or genuineness of test results or observations which is useful for a purpose . . . , the extent to which accurate conclusions about cause-and-effect can be stated." A questionnaire has as its purpose the gathering of information, and the prime concern is the construction of an objective instrument that will effectively elicit the desired data. This standard was met by Cote (Ibid, pp. 100-101) in the process of developing the original instrument by ". . . submitting the questionnaire for scrutiny by three types of people: (1) colleagues or similarly trained professionals who understand the study's purpose, (2) potential users of the data, (3) representatives of the group(s) to be surveyed." His instrument resulted from a thorough review and was adjudicated by competent individuals to have validity for gathering data about presidential roles.

This research sought to gather data about what exists without seeking to control or influence the expression of it. As Fox (Ibid., p. 62) wrote, ". . . the researcher does not seek to control the nature of the situation he surveys other than to let it proceed normally."

Since this study was descriptive rather than comparative or predictive the instrument was intended to generate data and, for these purposes, content validity satisfactorily validates the instrument. Fox (Ibid., pp. 369-370) wrote, "For many data-gathering procedures, such as questionnaires and interview guides, content validity is the strongest technique available to the researcher." Content validity refers to the degree to which the

sample items are representative of what they are designed to measure (Borg and Gall, Ibid.). In constructing the original survey, Cote (1983) used research literature, actual interviews, multiple iterations and reviews by experts to assure the content validity of the Presidential Roles Survey.

The minor modifications to Cote's (Ibid.) Presidential Roles Survey made by the researcher were the result of a critique by a panel of experts who reviewed and evaluated the proposed changes and made recommendations that were incorporated into the instrument and assured its content validity. Thus, in respect to the matter of validity, this study focused on assuring that the content of the presidential roles in the instrument had both content and face validity by using Cote's (Ibid.) original instrument with validated modifications. The resultant data represented a portrayal of the individuals' perceptions.

Reliability

The question of reliability hinges on whether the instrument will, over repeated applications, yield the same data. Reliability is defined as "the accuracy of the data in the sense of their stability, repeatability, or precision" (Fox, Ibid., p. 353). Hence, a reliable procedure or data gathering questionnaire is one in which ". . . agreement [exists] among observers, or relationships among similar measures" (Asher, 1976, p. 281).

Since the Presidential Roles Survey developed by Cote (1983) with minor modifications was used for this study, the reliability rested on the procedures followed by Cote in the development of the instrument. Cote's test for reliability involved conducting a test and retest with two pilot groups. In the first instance, twenty-eight New Jersey higher education institutions received the initial and retest questionnaires one month apart with 56 presidents and board chairpersons participating in the pilot study. A total of 63 percent of the total sample responded to produce 35 pairs of responses to questionnaire. Using a

Spearman rank-difference correlation the rank mean values for each response for first and then the second questionnaire resulted in a coefficient of 0.98 of which 18 were significant at 0.01, two at 0.05 (Ibid., p. 105). These results verified that the responses remained virtually the same.

The second pilot conducted with 31 faculty and staff persons in the Philadelphia campuses of The Pennsylvania State University had similar results with a 0.99 Spearman coefficient, $p < 0.01$ and an n of 31 (Ibid., pp. 109-111). According to Borg and Gall (Ibid., p. 268) a measure of reliability of 0.75 " . . is satisfactory for many research projects."

The levels of reliability demonstrated by Cote (Ibid.) - - 0.98 and 0.99 in two separate pilot test-retests - - indicated an extremely high degree of consistency. The reliability of the current research rests upon the reliability of the Cote (Ibid.) instrument. Minor modifications relating to certain role titles and descriptions were made to make the questionnaire appropriate for addressing Bible college presidential roles. The changes were assessed to assure content validity, appropriateness and clarity by a panel of experts with backgrounds and expertise from Western Canadian public colleges and universities and Bible colleges.

The panel of experts provided recommendations and insights which, when incorporated into the instrument, served to enhance both its appropriateness and clarity. As a result of their responses the appropriate ideas of the three proposed additional role titles (constituency relations diplomat, institutional chaplin/pastor and servant leader) were added to the original roles and descriptions formulated by Cote.

The pilot study with persons from similar institutions of higher religious education (see Appendix D for a list of institutions used for the pilot study) indicated that the

instrument retained face validity. However, it was the original validation of Cote's (1983) instrument and the adjudication by the expert panel of the modifications that assured the content validity of the Presidential Roles Survey.

Ethical Considerations

This research has been conducted in accordance with the ethical guidelines as adopted by the Department of Educational Administration at the University of Alberta, *Research Ethics Review Policies and Procedures (1988).*

The president of the Association of Canadian Bible Colleges current with the gathering of data, Dr. Carl Verge, reviewed and endorsed the study and encouraging cooperation and prompt response by the presidents and other persons connected with member Bible colleges.

A letter to the presidents and other college members who were part of the study requested participation on a voluntary basis, assuring anonymity of responses through the aggregation of data into categories. Full information about the nature and intention of the study was provided in the letter of explanation as an introduction to the study for respondents prior to participation.

Summary

Chapter three identified the population and sample from which the research data were drawn. With slight modifications in the titles and word descriptions, the instrument developed by Cote (Ibid.) for assessing perceptions of the role of college and university presidents in the state of Pennsylvania served as foundational for gathering data about Canadian Bible college presidents. The procedures for establishing the modifications to the Presidential Roles Survey by Cote through the contributions of a panel of experts and the

review of the pilot study results were indicated, as were the timeline of the study, the distribution and return of the surveys, data compilation and analysis, and the validity and reliability of the data. Chapter four will present the results of the survey.

CHAPTER FOUR

RESEARCH FINDINGS

This research was designed to determine the perception of the role of president of Canadian Bible colleges as held by the presidents, board chairpersons, senior administrators and selected faculty members. Chapter four begins with a statement of the purpose of the study and research questions that guided the survey, the first three of which are answered in this chapter. This is followed by a description of the frequency of response and of the respondents. Next are descriptive data about the colleges (size of student body, faculty, and years of operation as a Bible college), and then background data about the presidents (age, experience, and education - - first and highest degrees and whether the degrees are from public or private institutions, years with the Bible college, and years as the president of the Bible college).

Finally, the respondents' perceptions of the importance of each of the 20 presidential roles identified in the survey are reported, beginning with the presidents and then, in order, the perceptions of the board chairpersons, the academics deans and selected faculty members.

The chapter concludes with a summary of the unstructured comments of the respondents and the interview data.

Purpose of this Study

The purpose of the study was to determine the perception of the role of president of Canadian Bible colleges as held by the presidents, board chairpersons, senior administrators and selected faculty members.

The research questions that helped to address the main purpose were as follows:

1. What was the nature of the colleges in this study (years of operation, size of student body, size of faculty and number of previous presidents)?

2. What personal biographical information described the presidents (age, experience prior to the presidency, first degree, highest degree, source of degree, years with college and years as president)?

3. What were the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

4. What were the influences of the institutional variables and the personal background data on the presidents' perceptions of their role?

5. What was the extent of agreement among the perceptions of the role of the president and the perceptions of the individuals in the three role sets identified?

The Survey Returns

The adapted Presidential Roles Survey (see Appendix E) was sent to the role sets (presidents, board chairpersons, academic administrators, and selected faculty members) of all the Canadian Bible colleges listed as members in the 1986 ACBC directory, 43 in total (see Appendix F). The overall usable surveys were 109 of 172 surveys for a 63 percent response (see Table 4.1 for rate of returns). The highest rate of response for a role set was the presidents with 39 of the 43 (91%) surveys returned, and the second highest rate of return was the academic administrators with 34 of the 43 (79%) surveys returned. The board chairpersons returned 24 of 43 for a rate of 56 percent, and the selected faculty members returned 12 of 43 surveys, a rate of 27 percent. One of the unanticipated results

Table 4.1 Frequency of Response

Position	Returns		Did Not Return		Spoiled		Total	
	n	%	n	%	n	%	n	%
President	39	91	2	5	2	5	43	100
Board Chairperson	24	56	19	44	0	0	43	100
Academic Dean	34	79	9	21	0	0	43	100
Faculty Member	12	28	31	72	0	0	43	100
Totals	109	63.4	61	35.4	2	1.2	172	100

was that two surveys were completed and returned for the same college in several instances by both presidents and academic administrators (eight and nine duplicate responses respectively).

Question One

What was the nature of the colleges in this study (size of student body, size of faculty and years of operation)?

When Bible colleges were formed. The earliest Bible college formed in Canada

Table 4.2 Summary of Year Colleges Were Established

Years	Number of Colleges
1894 to 1934	13
1935 to 1944	10
1945 to 1985	14
Total	37

was established in Toronto in 1894 (Table 4.2). During the next four decades from (1894 to 1934) 13 Bible colleges developed. The decade from 1935 to 1944, including six years World War 2 saw 10 Bible colleges formed, and 14 were established during the next approximately 44 year period from 1945 to 1989.

The size of Bible colleges. The colleges were predominantly very small: of 38 that reported, eight indicated enrollments under 50, and 11 reported enrollments between 50 and 99 - - 50 percent of reporting colleges (Table 4.3). An additional 11 reported enrollments between 100 to 199. Of the total of 38 reporting Bible colleges only six enrolled 300 or more students.

Table 4.3 Size of Colleges

Size of College	Number of Presidents	Percent
under 50	8	21.1
50 - 99	11	28.9
100 - 149	7	18.4
150 - 199	4	10.5
200 - 249	2	5.3
300 - 399	2	5.3
400 - 499	1	2.6
500 or more	3	7.9
Total	38	100

Size of the Bible college faculty. The presidents reported a similar pattern for the size of their Bible college faculty as follows: 24 indicated faculty size to be 9 or fewer (65%), while only 12 colleges reported their faculty size to be 10 or more faculty members.

Here again, the greater number of the colleges reported a low number of faculty members (Table 4.4).

Table 4.4 Size of College Faculty

Number of Faculty (FTE)	Number of Colleges	Percent of Total
9 or fewer	24	64.9
10 or more	13	35.1
Totals	37	100

Number of previous college presidents. The presidents reported that they had relatively few presidential predecessors (Table 4.5). Three Bible colleges had no previous presidents and five presidents had only one predecessor; a total of 18 out of 36 reporting

Table 4.5 Number of Previous Presidents of the Colleges

Number of Previous Presidents	Number of Colleges	Percent of Total
0 to 4	18	50
5 or more	18	50
Totals	36	100

Bible colleges had from 0 to 4 previous presidents. The remaining 18 colleges reported there had been 5 or more previous presidents.

Question Two

What personal biographical information described the presidents (age, experience prior to the presidency, first degree, highest degree, source of degree, years with college, and years as president)?

President's age. Bible college presidents reported their ages by five year intervals and these data were aggregated as follows: 44 or fewer years, 45 to 54 years, and 55 or more years (Table 4.6). The largest group (16) reported their age to be 55 years or older (43% of reporting presidents). The middle group (45 to 54 years) included 38 percent of the presidents, and that left a mere seven (19%) under the age of 45 years.

Table 4.6 Age of Presidents

Age in Years	Number of Presidents	Percent of Total
Less than 45	7	19
45 to 54	14	38
55 or more	16	43
Totals	37	100

President's total years of service with the Bible college. The presidents reported their tenure with their present Bible college as follows: eight reported their number of years with their present college from 1 to 4 years; nine indicated their time with the college to be from 5 to 9 years, and nine responded that they had served at the college from 10 to 14 years - - a total of 69 percent had served at their college from 1 to 14 years (Table 4.7). There were 12 presidents who reported their length of time with the Bible college as 15 or more years. A substantial number (eight or 21%) had served 4 years or fewer with their

Table 4.7 Total Years of Service with Present College

Number of Years	Number of Presidents	Percent of Total
1 - 4	8	21
5 - 9	9	24
10 - 14	9	24
15 or more	12	31
Total	38	100

colleges and a further nine (24%) indicated they had been with their colleges from 5 to 9 years. About 45 percent of reporting Canadian Bible college presidents had served for less then 10 years.

Presidential term. When asked about their tenure as president, 15 (41%) reported having been president for 1-4 years and another 14 (38 %) indicated they had held the president's office for 5-9 years (Table 4.8). Eight presidents reported having been president 10 or more years.

Table 4.8 Years as President of College

Years as President	Number of Presidents	Percent of Total
1 - 4	15	41
5 - 9	14	38
10-or more	8	21
Total	37	100

President's education. The presidents reported on their education: 26 (76%) indicated their first degree was from a private college or university and nine (27%) reported their highest degree was a bachelor's degree (Table 4.9). The largest number (16 or 48%) of reporting presidents indicated they held an earned doctorate, about two-thirds of which

Table 4.9 President's Education

	Frequency	Percent
First degree		
Bachelors from private college or university	26	76
Bachelors from public college or university	8	24
Total	34	100
Highest degree		
Bachelor's	9	27.3
Master's from private college or university (MRE, MDiv, MTh)	6	18.1
Master's from public college or university (MA, MSc)	2	6.1
Doctor's degree from private college or university (ThD, DMin)	11	33.3
Doctor's degree from public college or university (PhD, EdD)	5	15.2
Total	33	100.0

were from private religious graduate schools, universities and seminaries. Eight presidents reported master's degrees as their highest degrees.

President's experience. The presidents were asked to indicate their experience in four categories as follows: teaching (in public or private education), business, church ministry, and missionary service. Their responses are summarized in Table 4.10.

1. Teaching. Only ten of 39 reported some public teaching experience, but 22 reported private teaching experience (Table 4.10). The greatest amounts of public and private teaching experience reported were from 26 - 30 years, respectively. The mean number of years of public and private teaching reported were 1.9 and 6.3, respectively .

Table 4.10 Presidents' Experience

Number of Years	Public Teaching	Private Teaching	Business	Church Ministry	Missionary Service
1 - 5	7	7	4	6	5
6 - 10	1	5	0	5	2
11 - 15	0	5	0	4	1
16 - 20	0	1	2	3	0
21 - 25	1	3	0	3	0
26 - 30	1	1	1	2	1
31 - 35	0	0	0	3	0
36 - 40	0	0	0	0	0
41 - 45	0	0	0	0	0
Totals	10	22	7	26	9

2. Business. Thirty-two presidents of 39 presidents reported having no business experience and seven presidents indicated having business experience (Table 4.10). The

greatest number of years of business experience was from 26 - 30 years. Of the seven presidents reporting business experience four reported from 1 to 5 years.

3. Church ministry. Two thirds of the presidents (26) reported experience in church ministry, 20 of which had six or more years (Table 4.10). Three presidents indicated 31 or more years of church ministry. The mean years of church ministry experience reported by presidents was 11.1 years.

4. Missionary service. Thirty presidents reported no missionary service while nine reported from 1 - 30 years of missions experience (Table 4.10). The most years of service reported was from 26 - 30 years.

Question Three

What were the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

The Presidential Role Survey asked presidents, board chairpersons, academic deans and selected faculty members to rate the importance of 20 roles that might be expected of the president. Respondents rated the importance of each role on a five-point Likert scale. When the responses were combined the ratings were interpreted as follows:

4.5 - 5.0 *Most important*

3.5 - 4.4 *Very important*

2.5 - 3.4 *Average*

1.5 - 2.4 *Low importance*

1.0 - 1.4 *Least important*

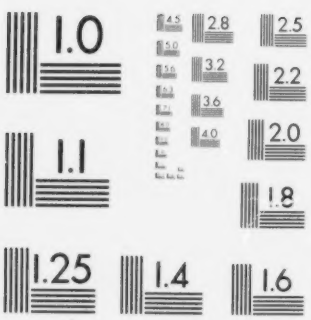
Role Perceptions by Position

Presidents' ratings. Canadian Bible college presidents rated one role as *most important* (Table 4.11) - - visionary/long range planner. Eleven roles were rated as *very important*, including constituency diplomat/image builder, administrator/executive, consensus builder/mediator, symbol/ceremonial official, marketer/salesperson, trustee rapport builder/advisor, educational advocate, financial manager, faculty advocate, interinstitutional diplomat and fund raiser.

Seven roles were rated to be of average *importance* (2.5 - 3.4). Only one role, community leader, was rated to be of *low importance* (1.5 - 2.4). Given the size (20 of 40 reported fewer than 100 FTE students) and age (23 of 37 reporting were formed before 1945) of the colleges, it could be anticipated that presidents would be preoccupied with vision and planning, and cultivating relationships with various constituencies.

Presidents did not perceive their roles primarily as academic, scholarly or community leaders, nor did they reflect an emphasis on property management or the role of government liaison and stimulators of public resources. Perhaps this reflected both the small size of most Bible colleges as well as the historical fact that Bible colleges had not been recipients of public funds nor were they accredited by government agencies.

Unstructured comments by presidents. Nineteen presidents wrote comments on the survey with some recurring observations about presidential roles, the most frequent of which was that presidents believed they were responsible for but delegated certain roles (finance and business, physical plant, and academic leadership). In the words of one president, ". . . several of these roles I care for by delegation through administrators."



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

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Table 4.11 Ranked Comparison of All Groups Perceptions of Presidential Roles

Roles	Presidents *n = 39		Board chair *n = 24		Academic deans *n = 34		Faculty members *n = 12		All groups **n = 109	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
Visionary/long range planner	4.5	1	4.9	1	4.5	1.5	4.4	2	4.5	1.5
Constituency dip/image builder	4.3	2	4.7	2	4.5	1.5	4.6	1	4.5	1.5
Administrator/executive	4.2	3	4.2	4	3.4	11.5	4.1	3.5	3.9	5
Consensus builder/mediator	4.0	4	4.0	6	3.7	9	3.0	16	3.8	7.5
Symbol/ceremonial official	3.9	5	3.9	8	4.2	4.5	4.1	3.5	4.0	4
Marketer/salesperson	3.8	6	4.2	4	4.2	4.5	4.0	5	4.1	3
Trustee rapport builder/advisor	3.7	7.5	3.7	11	4.1	6	3.8	6.5	3.8	7.5
Educational advocate	3.7	7.5	4.2	4	3.9	7	3.6	8.5	3.8	7.5
Financial manager	3.6	9.5	3.2	13.5	3.7	9	3.4	11.5	3.5	12
Faculty advocate	3.6	9.5	3.8	10	3.4	11.5	3.5	10	3.6	11
Interinstitutional diplomat	3.5	11.5	3.9	8	3.7	9	3.8	6.5	3.7	10
Fund raiser	3.5	11.5	3.9	8	4.3	3	3.4	11.5	3.8	7.5
Student liaison/mentor	3.4	13	3.4	12	3.2	14.5	3.2	14	3.3	13
Personnel relations specialist	3.3	14	2.8	16.5	3.3	13	3.3	13	3.2	14.5
Alumni liaison/motivator	3.2	15	3.1	15	3.2	14.5	3.6	8.5	3.2	14.5
Academic leader/innovator	2.9	16	3.2	13.5	2.7	19	2.6	18	2.9	16.5
Scholar/teacher	2.8	17	2.8	16.5	3.0	16	3.0	16	2.9	16.5
Physical land/property overseer	2.7	18	2.0	19.5	2.5	20	2.2	20	2.4	19.5
Gvmt liaison/resource stimulator	2.5	19	2.6	18	2.9	17.5	3.0	16	2.7	18
Community leader	2.4	20	2.0	19.5	2.9	17.5	2.4	19	2.4	19.5

* Responses for each individual role set

** All responses for all role sets

Another dimension to presidential leadership was conveyed by the comment: "It is my sense that presidents of varied postsecondary institutions must be more entrepreneurial in their style and [pro]active in their choices in order for their institutions to survive."

About proactive roles and planning, one president commented that:

> . . . for the present my role is a guide through a period of change . . . . [I have the confidence] of most of its staff members but I have sought to direct these in necessary changes. Thus "shepherd of the flock" is a good symbol to use.

Another president referred to the relationship between the religious nature of the college mission, the college presidency in general, and his role as a Bible college president. He observed:

> . . . I am not convinced that your survey captures the essential distinction between Bible college training and secular university training. This distinction may well be seen in the way presidents see their role in relationship to other non-Bible college presidents. As a new president I find myself reevaluating the essence of Bible college training. I believe this will be key to determining the emphasis in my job.

The transitory and situational nature of the presidential roles was mentioned by several. One president wrote:

> The importance of each role to me is measured in large part by the demands placed upon me. For example, when there are few personnel problems and you have capable deans, I spend little time or effort on that area. I believe a president must set direction, be visionary, hire the most capable people and then "orchestrate." He cannot build or maintain the college alone. He must only do as president what only the president can do - - and rely upon others to do the rest.

Another president asked the question: "What can presidents only do?" and answered that presidents must meet with governments about funds, meet with major donors, inspire the board, set visionary goals and make major personnel appointments.

Board chairpersons. Board chairpersons ranked two roles, visionary/long range planner and constituency diplomat/image builder, as *most important* (4.5 to 5) (Table 4.11).

A middle group of roles included nine that were perceived to be *very important* (3.5 to 4.4) by the board chairpersons, the highest of which were the roles of administrator/ executive, marketer/salesperson and educational advocate, each rated at 4.2. Seven roles were rated by board chairpersons to be of *average importance* (2.5 to 3.4), and two roles were perceived of *low importance,* physical land/property overseer and community leader.

Unstructured comments by board chairpersons. Six board chairpersons wrote comments on their responses. One board chairperson wrote about their board's expectations in four areas: spiritual leadership and internal guidance to faculty and students, fund raising, public relations and teaching, commenting that the board had ". . . also relieved him of doing most of the business of the institution." Another commented that their board expected the president to delegate but provide leadership, especially in a spiritual sense. The external focus of representing and personifying (as one chairperson wrote) the college to the public and the constituency was what one board chairperson indicated as the president's role. Another board chairperson merely listed the officer who was responsible for specific tasks in their college, and a final chairperson simply indicated an interest in the results of the survey.

Academic deans. The perceived importance of each of the 20 presidential roles was similarly ranked by academic deans (Table 4.11). The academic deans ranked two roles to be *most important* including visionary/long range planner and constituency diplomat/image builder. There were eight presidential roles perceived by academic deans to be *very important*, the three highest of which were fund raiser (4.3), symbol/ceremonial official and marketer/salesperson (4.2), and trustee rapport builder/advisor (4.1). Academic deans rated 10 roles, the largest group, as *average importance,* including physical land/property overseer as the lowest of these roles.

Unstructured comments by academic deans. Twelve academic deans gave written comments. Four academic deans indicated that they expected president to establish and communicate the college vision and three commented specifically that they expected presidents to raise funds. Two wrote that presidents should be community leaders representing the college to the community. Two also indicated that the president's role should include financial management.

About the multiplicity and challenging nature of the presidential roles one academic dean observed:

> the demands on and expectations of a Bible college president are unrealistically broad and intense. . . . A president needs unusual levels of physical, mental and spiritual health, vitality and stamina and almost infinite sensitivity to people and patience with criticism and tension. He needs incredible levels of faith, love, hope, courage, self-control, vision and charisma to inspire and to mediate conflict. A Bible college president must be an articulate theologian, a gifted preacher and administrator, a sharp businessman, financier, fund-raiser and negotiator; one who has firm convictions while sensing when to be flexible. What mortal is equal to such a task: only by the grace of God and the humble, patient support of administrators, board, faculty and staff can he be successful in this vital and crucial ministry for God's glory and the extension and strengthening of His kingdom.

Observations by academic administrators, are concluded with two comments that identified the same two presidential roles as presidential priorities: developing and communicating vision, and supervision and administrative oversight:

> The president's task is to set policy and administrative guidelines in which the rest of the staff and faculty can operate. This can be done through proper communication and feedback. The president is the vision-builder for the school. He should have time to set direction.

and,

> I see the president's role especially in visionary dreaming and planning, plus keeping a handle on the overall financial situation (feedback monitoring) and setting an overall tone of excellence for the institution. The president must have a strong positive and visionary outlook, and be able to lead others in that vision.

This final comment included the only observation about the president's role in developing and maintaining institutional excellence.

Faculty members. Faculty members rated one presidential role as *most important* -- constituency diplomat/image builder (Table 4.11). Nine roles were rated as *very high* in importance, the highest of which were visionary/long range planner (4.4), administrator/ executive and symbol/ceremonial official (both 4.1), and marketer/salesperson (4.0). Eight roles were rated as of *average importance*. Faculty members rated two roles of *low importance*, community leader and physical land/property overseer.

Unstructured comments by faculty. There were seven faculty members that responded with comments. The only substantive observations were that the role of visionary/long range planner was most important (according to one faculty member) and that the president, "as a leader, . . . should be a liberator of those who lead the institution. He should not leap in and dominate (i.e., dictate). His concern is mostly with the public and religious constituency. He is a diplomat." About the role of alumni liaison/motivator one faculty member wrote: "Key word is liaison!"

All groups. In summary, when the perceptions of all role sets were combined, two presidential roles rated as *most important:* visionary/long range planner and constituency diplomat/image builder. The two roles rated to be of *low importance* according to the perceptions of all role sets combined were physical land/property overseer and community leader.

Interview Data

During the 1991 annual ACBC convention, the presidents of four member colleges were interviewed. The purpose of the interviews was to create insights, meanings and

interpretations that would enhance the researcher's understanding of the perceptions of the president's role.

The interviews were 30 minutes long and were taped for transcription after the conference. The presidents were shown two charts (Appendix J) based on preliminary findings of the research. The presidents were asked four questions to interact with these data (Appendix J).

Based on preliminary findings, Chart One indicated that the roles of constituency diplomat/image builder, administrator/executive and consensus builder/mediator were rated highest and the role of visionary/long range planner rated lower and ranked sixth. A later review of the data revealed that visionary/long range planner role was rated highest, followed by constituency diplomat/image builder, consensus builder/mediator and administrator/executive. The interviews, however, were conducted using the incorrect rate and rank for the role of visionary/long range planner in Chart One. A summary of their responses follows.

Interview question one. Preliminary results of this research indicated that presidents viewed the roles of constituency diplomat/image builder, consensus builder/mediator, and administrative/ executive as *very important* (refer to Chart One). Is your view and/or experience in harmony with these findings? How does the importance of the role of constituency diplomat "fit" with the roles of administrator/executive and consensus builder/mediator?

The presidents were asked to consider the roles rated by their colleagues as *very important*. One president commented that the high rate and rank of the role of constituency diplomat/image builder surprised him and he emphasized that, in his view, the role of visionary/ long range planner was more important. His reason for stressing this role was

that in order to bring consensus to the faculty and students, a shared vision must be developed. This, in turn, provided both the focus and rationale for administrative and institutional decision-making. Another president spoke of the need for the president to work with the board, administrative colleagues and faculty in developing a common understanding of and commitment to the institutional mission. He stressed that board members received their data about the school and its mission from the president and therefore the president needed to be sure of the college mission and then work with the board to develop an understanding and application of the mission.

Another commented that, even respecting the role of consensus builder, the role of highest priority was to develop and convey the vision and mission of the college. When asked about the high rating of consensus building, he said:

> No! I still go back to the whole matter of focus, building a mission, giving direction. Now, under that you really have to build consensus if you are going to go that way, if you are going to achieve that [your college's vision and mission] . . . it's a very important ingredient but just consensus for consensus' sake, I think is almost ludicrous.

One president observed that, while the role of fund raiser was not necessarily his own personal preference nor most important role, persons associated with his own college and on his board expected him to be doing it. He mentioned that a consultant told him ". . . you do 50 percent of it and you better be responsible for the other 50 percent." He went on to comment:

> I like what you've got here Ken, because I was starting to think that fund raising was number 1 priority and all indications seem to point to a difference and, in fact, it may not be quite as high as many people had thought it might be.

Presidents agreed with each other about the need for appointing capable associates and allowing them to work on delegated tasks, persons with gifts and expertise beyond what the presidents had, as two presidents mentioned, to ensure that such roles as administrator/executive, academic leader, and financial manager were done well.

The reactions of the presidents to the lower and incorrect rate and rank of the role of visionary/long range planner in Chart 1 was unanimous and served to affirm the subsequently corrected rate and ranking of this role as the highest and *most important* presidential role.

Interview question two. Based on the preliminary data from this research, presidents viewed the roles of community leader, government liaison/resource stimulator, and physical plant/property overseer as *least important.* Rated almost as low was the role of scholar/teacher (Note Chart One). Do you have any observations about possible reasons for these low ratings? Does your experience concur with these data?

Presidents all concurred with the research findings that indicated that physical land/property overseer and scholar/teacher were of *low importance* as presidential roles, not because these tasks were unimportant, but because, in their view, they did not require presidential attention. One president commented about a predecessor who was very involved in the role of physical land/property overseer because it was of personal interest.

Noting the low rate of the roles of academic leader and scholar/teacher, two presidents commented that they were grateful they had 11 or more years of academic preparation to teach in their areas because the demands of the presidential office would not permit them to spend the time for needed graduate work to prepare for teaching. Each of the presidents interviewed commented that, while they enjoyed the classroom and they did teach (1 course per year was mentioned by two presidents), neither they, their boards nor their administrative and faculty colleagues thought being a scholar and teacher was a *very important* presidential role, although one president indicated that several of his faculty approached him and "wanted him to teach."

One president differed with the research findings and commented that, in his experience, the role of government liaison/resource stimulator (rated nineteenth on Chart One) was *very important* because of several government policy decisions that impacted on the college. He judged that, at least for him and his institution, this role was of considerable importance.

Three presidents also commented about the role of community leader, rated *least important* on Chart One; each was the president of a college in a small rural setting. Two viewed their role as community leader to be quite important. One said it was because the philosophy and goals of their Bible college based on the Great Commission given by Christ mandated community involvement at many levels and by many persons including the president, because the president ". . . is the role model for the faculty and students." Another president who viewed the community leader role as more important indicated that it had to do with the important role the college played in municipal governance. The third president indicated that he ". . . would think the role would be higher" simply because it was necessary to raise and keep the profile of the college high and visible in the community.

Interview question three. As a part of the research, board chairpersons, academic deans, and faculty members were also surveyed for their perceptions respecting the roles of the Canadian Bible college president. As can seen from Chart Two, there were some differences among the views of each of the groups and the presidents about how important different roles were. Do you have any thoughts about these differences? Which of the groups (board chairpersons, academic deans, faculty) would you expect to be more likely to differ? What reasons would you offer for those differences? Which of the groups would you most expect to have similar views to the president about the presidential roles? Could you give some insights about why such similarities may exist?

About the differences among the different respondent role sets (presidents, board chairpersons, academic deans, and faculty members) one president indicated that he would tend to account for these differences more in terms of the situation of the particular college. He said, for instance, that when he became president a certain set of financial, community and institutional conditions prevailed and how he and others viewed the presidential role was more likely to result from this set of conditions. Another president said he was not really surprised by the differences because, in his view, the board chairpersons, academic deans and faculty members developed their expectations of the president by what they saw him doing or not doing. To quote this president:

> I think that they are all looking at it very much from their own perspective, as, not only what they think he should be doing, but perhaps what they think he is doing. I think if this is what he is doing, he obviously thinks it's important, [and] that they would say, "Well, it's important!" but if he isn't doing it, and somebody else is, they probably don't necessarily see this as a role [for the president]. If for instance, a president was not involved in very much administration and just had a vice president or academic dean, chances are they would not really see that as an important [presidential] role, but if he was doing that, they would probably say, "Well, yes, that's what presidents do!" And, if they became president, that's the way they would do it. I don't think most of them really have sat down to think of what a president is supposed to do.

Three of the presidents referred to accreditation and affiliation as possible sources of different perceptions of the presidential roles. Interdenominational school presidents indicated their belief that, while affiliation with denominations would provide both a source of student recruits and financial support, it would also serve as a constraint for presidential action. Also, accreditation or affiliation with a university were pointed out as additional and significant inhibitors of presidential action. One president spoke of opportunities his college hoped to gain in the postsecondary niche through vacuums created by the conforming forces of affiliation and accreditation.

One denominational college president confirmed this when he commented:

> Yes and no, there is a certain dimension. We went into the whole affiliation [with the university] with the trustees; we went into that [affiliation] with the denominational approval, really. We measure that [approval] by trustees that are giving us direction.

> At the same time, however, there is another side to that, and that is that we do feel a very keen responsibility to the denomination in that the denomination is saying: "This is still a denominational school, we feel we need to maintain the lay leadership. [The] Bible college is part of this, and yet, at the same time, we do want to have transferable courses for our youth from the denomination and so forth." So you always have a bit of tension there that relates to the denomination; some I think, but the tension that you don't become simply a Liberal Arts Junior College, but you have a good mix of solid Bible college curriculum and you have transferable courses in that context.

Interview question four. Do you have any recollections of experiences or anecdotes that illustrate any of the roles identified or that would enrich, illustrate, or give meaning to any of these data or roles?

One president mentioned that, upon appointment as president of the Bible college, he relinquished the office of mayor. He referred to the close link between the Bible college community and the community at large and indicated that, as president, he would be unable to give adequate municipal leadership though he remained vitally interested in and committed to the greater community.

Another president related his presidential role in the journey he, his administrative colleagues, faculty, board and constituents had taken to change the name of their college. He spoke of his responsibility, as president, to ". . . have the vision" and initiative, to communicate and explain it thoroughly involving all players in college life and ministry, and to keep the board informed and involved in the process. He indicated that, had he not taken the leadership and initiative, it would not have happened. He emphasized that vision, initiative, openness and patience were essential to the success of this exercise.

In a similar vein, another president spoke about the spiritual gifts of teaching and leading confirmed when he was called from a successful and satisfying pastoral ministry to serve as president. He said:

> I have been a pastor for many years and I never wanted to leave. I really thought this through. I had been involved in upgrading my education all along. The only

> reconciliation with the change [from being a pastor to being a president] was that I felt that this was a real ministry in that I was ministering. I was ministering to faculty. I was ministering to the constituency, but specifically, I was ministering or at least giving leadership ministry to the generation for tomorrow.

Summary of the interview data. The presidents were unanimous about the high importance of the role of visionary/long range planner. They spoke of how this function assisted them to obtain consensus with faculty, constituency and alumni. It was also their unanimous opinion and practice to delegate and monitor the roles of financial and property management, academic planning and educational leadership to capable associates.

Presidents differed about the importance and nature of community leadership. Two presidents spoke of this role as very important: one because the Great Commission given by Christ mandated outreach into the communities with the president as the role model for college students and faculty, the second mentioned that it was essential that the president work within the community to develop and maintain a high profile for the college.

One president spoke at some length about fundamental differences between Bible college leadership and the presidency of a secular university or college, and commented that if the fundamental nature of the ministry was different then this research might not capture some of the leadership dynamics that a Bible college president must provide.

Summary

Chapter four has reported the frequency of the returns and, as answers to research questions one, two and three, given a description of the reporting ACBC member colleges including when they were formed, the student body size, the size of the faculty, and the number of presidents that had served prior to the current president. Next, the chapter included pertinent data about the reporting presidents, their age, experience and education. The concluding section presented the perceptions of the importance of the 20 presidential

roles as reported by the four role sets - - the presidents, board chairpersons, academic deans and selected faculty members, a summary of the comments by respondents of each role set and a summary of the interviews with four presidents about preliminary results of the survey.

In answer to research questions four and five, chapter five presents the analysis of the influence of institutional and personal factors and position on the perception of the role of the Canadian Bible college president.

CHAPTER FIVE

ANALYSIS OF DATA

This research sought first of all to determine the perceptions of the role of the Bible college president in Canada as viewed by presidents, board chairpersons, academic deans and selected faculty members. Second, the research was designed to examine the influence of institutional and personal background data on the presidents' views of their roles. Third, the study was designed to make comparisons of the similarities and differences of the role perceptions of the respondent groups.

This chapter presents the analyses of the data presented in chapter four to identify differences among the role perceptions and the influence of the institutional and demographic variables and of the respondent's position on the perception of presidential roles.

Question Four

What was the influence of the institutional and the personal background variables on the presidents' perceptions of their role?

The influences of the institutional and personal variables on the perceptions of the importance of the 20 presidential roles were analyzed by submitting the means of the perceptions to the t or F tests for analysis of variance. The results were significant at the 0.05 probability level. In cases where data for a variable were aggregated to three or more groups the Scheffé procedure was performed to identify the groups that varied significantly from the other groups and how they varied. The Scheffé was performed at the 0.10 probability level. The significant differences that were identified by these analyses of the influences of institutional on the presidential role perceptions are presented.

Presidential Roles and Institutional Factors

The role perceptions of the presidents were influenced to a minor degree by institutional factors (age, size of student body, number of previous presidents), and these differences were examined in successive order. Only significant differences in role perceptions by institutional factors are reported in this section.

Role perceptions and the year colleges were founded. The age of the colleges was reported in Table 4.2 These data were analyzed to determine the influence of the age of the Bible college on the presidents' perceptions about their roles (Table 5.1). For purposes of this analysis the colleges were divided into three groups: colleges begun 1894 to 1934 (n = 13), those begun from 1935 to 1944 (n = 10), and those begun from 1945 to 1989 (n = 14). The means of the presidents' role perceptions were analyzed by the F test and the Scheffé procedure was used to determine which roles differed significantly. Presidents of the oldest group of colleges (those formed from 1894 to 1934) viewed the role of alumni liaison/motivator as significantly more important (at the 0.05 probability level) than did the presidents of colleges formed from 1945 to 1985 who rated the role as of *average importance* at 2.6.

That presidents of older Bible colleges placed greater significance on the role of alumni liaison/motivator may be understandable because their schools had several generations of alumni. The original vision and mission needed be communicated to their children and their children's children. In the interviews each of the presidents from older schools referred to communicating the college vision to its constituency and one mentioned the alumni in particular as a target for these efforts.

Role perceptions and Bible college size. Bible college enrollments were reported in Table 4.3. For purposes of this analysis, Bible colleges were separated into two groups,

Table 5.1 Role Perceptions by Institutional Factors

Institutional Factor	Role(s)	Category or Group			Test	Probability	Difference
Year college was founded		Group 1 1894 - 1934 n = 13	Group 2 1935 - 44 n = 10	Group 3 1945 - 89 n = 14			
	Alumni liaison/motivator	3.6	3.3	2.6	5.11	0.011	1 > 3
Student body size		Group 1 < 100 FTE n = 18	Group 2 100 + FTE n = 19		t		
	Student liaison/mentor	3.9	3.1		2.79	0.009	1 > 2
	Government liaison/resource stimulator	2.0	3.1		-2.47	0.019	2 > 1
Number of previous presidents		Group 1 < 5 n = 18	Group 2 5 + n = 18		t		
	Community leader	1.9	2.7		-2.47	0.019	2 > 1

those with an FTE enrollment of less than 100 (n = 18) and those with an FTE enrollment equal to or more than 100 students (n = 19). The t test was performed to identify significant differences between the means of the perceptions of the presidents on the basis of college size.

The analyses showed that college size was a significant factor in the presidential rating of two roles: student liaison/mentor and government liaison/resource stimulator (Table 5.1). Presidents of smaller colleges viewed the role of student liaison/mentor as significantly more important (*very important* at 3.9), than did presidents of larger colleges (*average importance* at 3.1). This was consistent with what the president of a smaller college spoke of in an interview when he commented that the goal of his Bible college was to work directly with students, and that the president served as a role model and mentor for students. Bible colleges in general and smaller Bible colleges in particular had published mentoring as a college distinctive, and this rating by the presidents of the smaller Bible colleges was consistent with both college publications and with the literature about the distinctives of Christian leadership which advocates mentoring and team building through small groups.

The second role for which college size proved to be a significant factor was the role of government liaison/resource stimulator. Presidents of larger colleges viewed their role as government liaison/resource stimulator as more important than did those of smaller colleges. During one of the interviews the president of a larger Bible college pointed out the importance of this role to their college and both Cote (1983) and Samson (1987) identified this as a key presidential role for presidents in their studies. It would appear that as colleges increase in size and develop a broader context of operations, the role of liaison with various levels of government takes on greater significance.

Role perceptions and the number of previous presidents. The college presidents reported on the number of previous presidents their colleges had (Table 4.5). These data were sorted into two groups, each with 18 reporting presidents; the first group was colleges with less than five previous presidents; and the second group was colleges with five or more previous presidents (Table 5.1). When the means of the presidents' perceptions of each role in the two groups were examined by the t test, the number of previous presidents proved to be significant only in respect to the role of community leader. Presidents of colleges with five or more previous presidents rated this role as *average importance* while presidents of schools with less than five presidents rated the role of *low importance.*

It seemed that elements of this variable were similar to those of the year the colleges were founded because it gave some insight into the age and history of the colleges. Bible colleges that had five or more presidents had leadership transferred more times and possibly were older. Two of the four presidents interviewed commented that they perceived the role of community leader to be of average importance and one president spoke of the role as being quite important.

Role Perceptions and Personal Factors

The influence of personal factors on perceptions of the roles of the president was examined by using the t and F tests for analysis of variance. In cases where data were sorted into more than two groups, the Scheffé procedure was used to identify groups that differed significantly. Only significant differences in role perceptions by personal factors are reported in this section.

President's age. Presidents indicated their age by five year intervals and these data were sorted into three categories for analysis as follows: presidents less than 45 years old

(n = 7); presidents 45 to 54 years (n = 14); and presidents 55 years or older (n = 16) . The analysis of the means of these data by F test indicated that the presidents' role perceptions of personnel relations specialist differed significantly by age. Presidents under the age of 45 years perceived this role to be significantly more important (*very important* at 4.1) than did presidents whose age was from 45 to 54 years. This older group of presidents rated the role *average* at 2.9 (Table 5.2).

Younger presidents, born after the Second World War, placed a higher priority on dealing with personnel and this was reflected in postwar leadership studies as well (Blake & Mouton, 1964; Fiedler,1967; Filley, House & Kerr, 1967; Vroom & Yetton, 1973; Hersey & Blanchard, 1977). The role perceptions Canadian Bible college presidents of that generation concurred with the emphases in leadership research and literature on the leader's style (consideration and initiating structure), follower maturity, and participative decision-making.

Years at present college. Presidents were asked to indicate the number of years they had served with their present college (Table 4.7). For purposes of analysis to determine whether the number of years presidents had served at their colleges significantly influenced their views of the presidential roles, the data were sorted into four groups: presidents at their colleges from 0 to 4 years (n = 7); 5 to 9 years (n = 9); 10 to 14 years (n = 12); and 15 or more years (n = 12) (Table 5.2). The F test indicated that the presidents' perceptions of the role of fund raiser differed significantly by years at the college, but the Scheffé procedure did not indicate which groups differed significantly from each other. By inspection of the data, it was evident that the perception of the presidents at their colleges from 5 to 9 years rated fund raising much lower than did the others, but the reasons were hard to determine.

Table 5.2 Role Perceptions and Personal Factors

Personal factor	Role	Category or group				Test	Probability	Differences
President's age		Group 1 < 45 years n = 7	Group 2 45 - 54 years n = 14	Group 3 55 + years n = 16		F		
	Personnel relations specialist	4.1	2.9	3.5		3.58	0.038	1 > 2
Years at the college		Group 1 1 - 4 years n = 7	Group 2 5 - 9 years n = 9	Group 3 10 - 14 years n = 9	Group 4 15 + years n = 12	F		
	Fund raiser	4.0	2.6	3.9	3.8	3.14	0.038	Scheffé did not indicate which groups varied significantly
Years as president		Group 1 1 - 4 Years n = 15	Group 2 5 - 9 Years n = 14	Group 3 10 + Years n = 8		F		
	Constituency diplomat/Image builder	4.7	4.2	4.0		3.40	0.044	1 > 3

Table 5.2 Role Perceptions and Personal Factors (continued)

Personal factor	Role	Category or group		Test	Probability	Differences
Public teaching experience		Group 1 No public teaching n = 29	Group 2 Some public teaching n = 10	t		
	Financial manager	3.5	4.2	2.05	0.048	2 > 1
Church ministry experience		Group 1 No church ministry experience n = 13	Group 2 Some church ministry experience n = 26	t		
	Administrator/executive	4.7	4.0	2.10	0.042	1 > 2
	Consensus builder/mediator	4.5	3.8	2.03	0.050	1 > 2
	Trustee rapport builder/mediator	4.3	3.5	1.52	0.037	1 > 2

Table 5.2 Role Perceptions and Personal Factors (continued)

Personal Factor	Role	Category or group		Test	Probability	Differences
Missionary ministry experience		Group 1 No missionary experience n = 30	Group 2 Some missionary experience n = 9	t		
	Community leader	2.7	1.7	2.32	0.026	1 > 2
Business experience		Group 1 No business experience n = 32	Group 2 Some business experience n = 7	t		
	Personnel relations specialist	3.2	4.2	-2.04	0.048	2 > 1
President's first degree, from private or public institution		Group 1 Private n = 26	Group 2 Public n = 7	t		
	Community leader	2.3	3.4	-2.37	0.024	2 > 1

Table 5.2 Role Perceptions and Personal Factors (continued)

Personal Factor	Role	Category or group		Test	Probability	Differences
President's highest degree master's or less or doctorate		Group 1 Masters or less n = 17	Group 2 Doctorate n = 16	t		
	Student liaison/mentor	3.8	3.1	2.29	0.029	1 > 2
	Trustee rapport builder/advisor	3.4	4.3	-2.36	0.025	2 > 1
	Marketer/salesperson	3.4	4.2	-2.28	0.030	2 > 1
	Faculty advocate	3.1	4.0	-2.06	0.025	2 > 1
Highest degree from private or public institutions		Group 1 Private highest degree n = 26	Group 2 Public highest degree n = 7	t		
	Consensus builder/mediator	3.9	4.9	-2.46	0.020	2 > 1
	Symbol/ceremonial official	3.6	4.6	-2.56	0.016	2 > 1
	Trustee rapport builder/advisor	3.5	4.7	-2.57	0.015	2 > 1
	Financial manager	3.4	4.3	-2.22	0.034	2 > 1
	Community leader	2.2	3.6	-2.83	0.008	2 > 1

Years as president. Presidents indicated their tenure in office as reported in Table 4.8. In order to perform the F test, data were grouped into three groups: presidents with 1 to 4 years in office (n = 15); presidents with 5 to 9 years in office (n = 14); and presidents with 10 or more years in office (n = 8) (Table 5.2).

The one role for which years as president proved to be a significant predictor was constituency diplomat/image builder. Presidents in office from 1 to 4 years rated this role as *most important* (4.7), significantly higher than the group of presidents in office for 10 or more years (4.0). This difference may have reflected that presidents whose tenure was not more than 4 years had a greater sense of the importance of developing the college image with its constituency because of their newness at the college. Certainly this was one of the individual factors identified by Immegart (1988) in his leadership model.

Public teaching experience. Various experience factors were explored to determine their influences on the presidents' perceptions of their presidential roles; the first of these factors was public teaching experience (Table 4.10). Data from the presidents were placed into 2 groups; those with no public teaching experience (n = 29) and those with public teaching experience (n = 10) (Table 5.2). The difference of the means of these two groups were analyzed by the t test; public school teaching was demonstrated to be statistically significant in the perception of the role of financial manger. Presidents with public school teaching experience rated this role to be *very important* (4.2), while presidents with no public teaching experience rated it significantly lower (3.5).

Church ministry experience. There was a natural affinity between churches and Bible colleges and two-thirds of the presidents reported that they had served in church ministries (Table 4.10). In order to ascertain any possible influence this experience had on the presidents' perceptions of the presidential roles respondents were grouped according to

presidents with church ministry experience (n = 26) and those with no ministry experience (n = 13), and the means were analyzed by t test (Table 5.2).

Church ministry experience proved to have significant influences on the perception of three presidential roles: administrator/executive, consensus builder/mediator, and trustee rapport builder/advisor. Presidents with no church experience rated these roles significantly higher than did those with some church ministry experience. Reflecting upon these differences suggests such elements as the preparation programs requisite for church ministry (they usually include little, if any, components of administration, business management, boardsmanship or governance), and the organization of church ministry and its structure and relationships are often minimally defined. It may be that these elements were viewed as less important simply because they were not part of formal training programs. Also, the nature of church ministry emphasizes Christian character, a knowledge of the Scriptures and the need for communications skills. Therefore, the lower rating of these roles may have resulted from the perception that the nature of church ministry simply does not place a high priority on roles dealing with management, decision-making and governance.

Missionary service experience. Another experience factor investigated dealt with the presidents' missionary experience (Table 4.10). Data were sorted into two groups: presidents with no missionary experience (n = 29), and those with missionary experience (n = 10) (Table 5.2).

The analysis of these data by the t test indicated that missionary experience was a significant predictor for only the role of community leader. In this case, presidents with no missionary experience rated this role as *average* in importance (2.7), while those with missionary experience indicated that it was of *low importance* (1.7). Perhaps this difference was a part of the missionary experience ministering in another culture.

Presidents with missionary experience may also have had other roles they ranked higher and, relatively speaking, this role was simply one of low priority.

Business experience. Presidents were asked to indicate whether they had experience in business (Table 4.10) and, for analysis purposes, their responses were sorted into two groups: presidents with no business experience (n = 32), and presidents with business experience (n = 7) (Table 5.2). The t test revealed that business experience only influenced the perception of the role of personnel relations specialist; presidents with business experience rated this role as *very important* (4.2), while the larger group with no business experience (n = 33) rated the role as *average* (3.2). Perhaps experience in personnel relations in the market place and dealing with labor/management issues influenced presidents to emphasize the importance of this role more than did those without the experience.

President's first degree. Data about where the presidents' earned their first degrees (Table 4.9) were sorted according to whether their first degrees were from private (n = 26) or public (n = 7) institutions, and examined by the t test to determine if the source of the first degree was among the elements that contributed to the presidents' role perceptions (Table 5.2).

The analysis showed a significant difference based on the source of the president's first degree for the role of community leader. Presidents with first degrees from public institutions perceived this role to be *very important* (4.3), significantly higher than did their counterparts whose first degrees were from private institutions (3.6). Factors such as faith and values are integral to any education program and perhaps the Christian ideal of "coming out and being separate" influenced the perception of group one presidents about community leadership. It may also simply have been that, in their view, other roles had greater importance and, therefore, this role took a relatively lower rate.

President's highest degree. As part of the educational data, 33 presidents reported their highest degrees (Table 4.9), and these data were analyzed in two groups: presidents with a master's or less as their highest degree (n = 17) and those with a doctorate as their highest degree (n = 16) (Table 5.2). These groups were further analyzed by source of degree, private or public institution (Table 5.2). First the level of the president's highest degree was considered as a possible influence in the presidents' role perceptions.

The t test showed that the two groups of presidents differed significantly on their perceptions of four roles. Presidents with master's or less as their highest degree rated the role of student liaison/mentor as more important (3.6) than did presidents with doctorates, who rated the role as *average* (3.0). The three other roles with significant differences were marketer/salesperson, trustee rapport builder/advisor and faculty advocate. In each case, presidents with doctorates rated these roles as more important than did presidents with master's or less who rated them as *average*. Since these roles dealt with the presidents' perceptions of marketing, the college faculty, and relations with the board, these differences may be related to the preparation programs and the previous experience that included the study of organizations and leader behavior.

Highest degree from private or public institution. Presidents reported about the source of their highest degree - - whether the degrees were earned from private (n = 26) or public institutions (n = 7) (Table 4.9); the differences of means were analyzed by t test (Table 5.2). The analysis showed that the perceptions of five roles were influenced significantly by the source of the president's highest degree, and in each case, presidents with highest degrees from public institutions perceived the roles as significantly more important than did presidents whose highest degrees were from private institutions. These roles were consensus builder/mediator, trustee rapport builder, symbol/ceremonial official, financial manager, and community leader.

With these results consistently indicating that presidents with highest degrees from public institution perceived certain roles much higher than did presidents with highest degrees from private institutions, one might speculate that their educational programs differed significantly in content and objectives. The role of symbol/ceremonial official served to represent cultural and values elements, important in Bible colleges, yet only presidents with their highest degrees perceived this role to be significantly important.

Two of the four other roles, consensus builder/mediator and trustee rapport builder/advisor, dealt with governance and decision-making - - elements not emphasized in the education programs that concentrated on church ministry. The role of financial manager related to money management, another element not part of ministry training programs.

The role of community leader, as one of the interviewed presidents commented, ought to be an integral part of the Bible college president's role because of its mandate to build the kingdom of God through faithful and purposeful witness in home regions as well as abroad. Perhaps the difference in perspective hinged on the definition of community leader. Bible college presidents may not have accepted the inclusion of local boards, clubs and community action as an appropriate description of the biblical mandate and its implications for community involvement.

Question Five

What was the extent of agreement among the perceptions of the role of the presidents and the perceptions of the individuals in the three other role sets identified?

First of all, and by way of preliminary comparison, the twenty roles were ranked according to the means of the perceptions of the importance of each role set as presented in Table 4.11. Additional insight was gained about the extent of agreement among the perceptions of the role of the president by placing the ranked means that displayed both the

rank and rate of the roles according to the scale by role set (Table 5.3). There was agreement among 75% of the respondents (presidents, board chairpersons and academic deans) that the role of visionary/long range planner was *most important* and this role was at the top of the list of *very important* roles reported by faculty. Similarly, 75% of the respondent groups (board chairpersons, academic deans and faculty) rated the role of constituency diplomat/image builder as either *most important* or *very important* by presidents. There was agreement among 75% of the respondents (by presidents, chair persons and faculty) that the role of administrator/executive was *very important* while academic deans considered the role to be only of *average importance.*

At the lower end of the scale there was agreement among 75% of the respondents (by presidents, boardchair persons and faculty members) that the role of community leader was of *low importance* and physical land/property overseer was similarly rated by both board chairpersons and faculty. Finally, while each respondent group had a role that rated lowest, there was agreement among all respondent groups that none of the roles were of *least importance* (1.0 - 1.4).

Comparative analyses for agreement among means of the perceptions of position holders of each role set using the F test and Scheffé procedure were conducted for each of the 20 presidential roles. There was agreement among respondents for each position about the ranked (Table 4.11) and relative (Table 5.3) importance of the roles, but there were statistically significant differences on four roles based on position. These statistically significant results are presented in Table 5.4.

The first role with significant difference was fund raiser (Table 5.4). Academic deans rated this role as more important (4.3) than did presidents who rated fund raising as less important. Academic deans viewed that presidents should give fund raising a higher priority.

Table 5.3 Comparison of Role Perceptions of Respondent Groups by Scale of Importance*

Importance scale	Roles by Presidents n = 39	Roles by board chair persons n = 24	Roles by academic deans n = 34	Roles by faculty members n = 12
Most Important 5.0 - 4.5	Visionary/long range planner	Visionary/long range planner Constituency diplomat/ image builder	Visionary/long range planner Constituency diplomat/ image builder	Constituency diplomat/ image builder
Very Important 4.4 - 3.5	Constituency diplomat/ image builder Administrator/executive Consensus builder/mediator Symbol/ceremonial official Marketer/salesperson Trustee rapport builder/advisor Educational advocate Financial manager Faculty advocate Interinstitutional diplomat Fund raiser	Administrator/executive Marketer/salesperson Educational advocate Consensus builder/mediator Symbol/ceremonial official Interinstitutional diplomat Fund raiser Faculty advocate Trustee rapport builder/advisor	Fund raiser Symbol/ceremonial official Marketer/sales person Trustee rapport builder/advisor Educational advocate Consensus builder/mediator Financial manager Interinstitutional diplomat	Visionary/long range planner Administrator/executive Symbol/ceremonial official Marketer/salesperson Trustee rapport builder/advisor Interinstitutional diplomat Educational advocate Alumni liaison/motivator Faculty advocate

Table 5.3 Comparison of Role Perceptions of Respondent Groups by Scale of Importance* (continued)

Importance scale	Roles by Presidents n = 39	Roles by board chair persons n = 24	Roles by academic deans n = 34	Roles by faculty members n = 12
Average Importance 2.5 - 3.4	Student liaison/mentor Personnel relations specialist Alumni liaison/motivator Academic leader/innovator Scholar/teacher Physical land/property overseer Government liaison/resource stimulator	Student liaison/mentor Financial manager Academic leader/innovator Alumni liaison/motivator Personnel relations specialist Scholar/teacher Government liaison/resource stimulator	Administrator/executive Faculty advocate Personnel relations specialist Student Liaison/mentor Alumni Liaison/motivator Scholar/teacher Government liaison/resource stimulator Community leader Academic leader/innovator Physical land/property overseer	Financial manager Fund raiser Personnel relations specialist Student liaison/mentor Consensus builder/mediator Scholar/teacher Government liaison/resource stimulator Academic leader/innovator
Low Importance 1.5 - 2.4	Community leader	Physical land/property overseer Community leader	none	Community leader Physical land/property overseer
Least Importance 1.0 - 1.4	none	none	none	none

* Ranked in descending order of importance

Table 5.4 Role Perceptions and Position

Roles	Presidents Group 1 (n= 39)	Board chairpersons Group 2 (n = 24)	Academic deans Group 3 (n = 34)	Faculty members Group 4 (n = 12)	F ratio	Probability	Differences
Fund raiser	3.5	3.9	4.3	3.4	3.63	0.015	3 > 1
Administrator/executive	4.2	4.2	3.4	4.1	5.21	0.002	1,2 > 3
Consensus builder/mediator	4.0	4.0	3.6	3.0	4.05	0.009	1,2 > 4
Community leader	2.4	1.9	2.9	2.4	3.30	0.023	3 > 2

On the second role which showed significant differences, administrator/executive, presidents and board chairpersons rated it more important (4.3) than academic deans (3.5) (Table 5.4). When the results for the role of administrator/executive were considered together with the results of the fund raiser role, the message seemed to indicate that academic deans wanted presidents to raise funds for the colleges and delegate, not do, the administration. Board chairpersons' perspectives coincided much more closely with those of the presidents. This was also reflected in the comments of one of the presidents interviewed who said that it was the presidents who worked to develop the perceptions of the board chairpersons of the presidential role .

In the case of the third role that showed significant differences, presidents and board chairpersons perceived the role of consensus builder/mediator to be more important (4.0) than did faculty members (3.0) (Table 5.4). One possible inference from this may have been that faculty members believed that consensus existed, but they were unaware of the high priority placed on this role by either the presidents or the board chairpersons, and of the special efforts by presidents to attain and maintain consensus. Certainly both non-sectarian and Christian leadership literature emphasized the need for workers to agree with the institutional goals and purposes and of a positive organizational climate. Sergiovanni (Ibid.), in particular, emphasized the need for leaders and teachers to bond and bind together about the mission, values and methods of an educational institution. He wrote of the requirement for what he called value-added or moral leadership.

A final presidential role for which perceptions differed significantly was that of community leader (Table 5.4). In this case, academic deans perceived the role to be significantly higher in importance (2.9) than did board chairpersons (1.9). This finding may have reflected the fact that board members often did not reside in the college community and therefore did not perceive the relative importance of this role.

The selected college factors identified by this study were shown to influence the perception of four presidential roles: alumni liaison/motivator, student liaison/mentor, government liaison/resource stimulator, and community leader. The institutional elements that generated these minor influences were the age of the Bible college, the size of college student body, and the number of previous presidents.

However, the influence of institutional factors on the perceptions of presidential roles of was evident only to a minor degree. This was an unanticipated finding and merits some consideration. First, the colleges were essentially homogeneous as to nature, purpose and operating principles through the sampling procedures. Second, data showed that, while there were three colleges with enrollments of 500 or more students, all the colleges were essentially small. (For example, none reported an enrollment of 1,000 or 2,000 - - enrollments that would be considered extremely small for a public college or university). Third, the similarity of the views of the presidents and board chairpersons was in agreement with literature (Kauffman, 1973) and the views of presidents interviewed who spoke of their task of orienting and advising board members. These findings likely are the result of the high degree of homogeneity within and among the colleges due to similarities in the institutional factors.

Similarly, selected idiographic elements were shown to have only a minor influence on the perceptions of the presidential roles. The factors of influence and the roles affected were president's ages, influencing the perception of the role of personnel relations; presidents' total years with the college, influencing the perception of the role of fund raiser; years as president influencing the perception of constituency diplomat/image builder; and presidents' experience - - public teaching influenced the perception of the role of in manager, church ministry influenced the perception of the roles of administrator/executive, consensus builder/mediator, and trustee rapport builder/advisor, missionary ministry

influenced the perception of the role of community leader, and business experience influenced the perception of the role of personnel relations specialist.

The most influential idiographic factors related to the education of the president. In this case, and of only minor influence was the source of the presidents' first degree (from public or private institutions), which proved to be influential only in respect the role of community leader.

However, the presidents' highest degrees were analyzed according to level (master's or less or doctorate) and source (public or private institutions), and in both cases several roles (four and five, respectively) were significantly influenced by these two idiographic factors.

The fact that presidents had very small amounts of business and missionary experience may account for the fact that neither of these experiences were significantly influential in the formation of the perception of presidential roles, but the limited extent to which church ministry was influential was a surprising result (and a large percentage of the presidents reported large amounts of church ministry experience). This may illustrate that Bible college leadership and church ministry are perceived and practiced in very similar ways. As one president wrote, ". . . the image of shepherd of the flock is appropriate."

The one ideographic factor that showed significant influence on the perception of the importance of several roles was the highest degree (both the level and the source) that the presidents had obtained. First, the nature of the influence of the level of highest degree was considered. Those presidents whose highest degrees were at or below the master's level perceived the role of student liaison/mentor to be significantly more important than did presidents with doctorates. However presidents with doctorates perceived the roles of trustee rapport builder/advisor, marketer/salesperson and faculty advocate as significantly

more important than did their counterparts with master's degrees or less. It seemed that doctoral studies provided presidents with a greater understanding of the nature of organizational structure, authority and decision-making and hence the function of the board was better understood.

The high importance rate of the role of marketer/salesperson was likely a reflection of the fact that the broader exposure to concepts and processes that were required for doctoral level studies gave the presidents an awareness of what can and must be done in the areas of marketing higher education. One may have expected this to be the result, for example, of business experience but such was not the case; the high emphasis on the role of marketer/salesperson was related to doctoral level studies.

Rationalizing the differences in respect to the role of faculty advocate was more illusive. One might speculate that presidents with doctoral qualifications had experience in larger more adversarial faculty-board/administration relationships and, consequently, placed a higher premium on the advocacy of faculty matters. Perhaps the higher level of education brought a sharper awareness of faculty needs and development. Equally, it is possible that presidents with doctorates were leaders of larger schools necessitating faculty advocacy because of the size of the colleges, while smaller colleges with fewer faculty members and greater collegiality also had presidents with lower credentials.

However, the most telling differences among role perceptions were identified when the roles were examined according to the source of the presidents' highest degree, from public or private institutions. In this case, presidents with degrees from public institutions stressed the importance of the roles of consensus builder/mediator, symbol/ceremonial official, trustee rapport builder/advisor and community leader. The nature of public higher education provided an even greater degree of awareness of and commitment to the political nature of decision making. Consensus among leaders and within group members of

organizations is stressed as an integral part of the study of organizational theory and administrative behavior.

While these elements, unity and community, are very much a part of Christian group dynamics and the biblical message of leadership, apparently leadership training has not been a part of the private higher education programs attended by presidents. One might also speculate that presidents had not anticipated leadership roles and therefore had not studied with leadership as an end in view. Whatever the case may be, it is unfortunate that the biblical teaching about leaders and followers, body life dynamics, and decision making have not been brought to bear in the fulfillment of the presidential roles.

ACBC presidents and related research. Cote's (1983) study was relevant to the development and interpretation of this research. Cote's research of the presidential roles of college and university presidents in Pennsylvania showed that presidents and board chairpersons did not differ significantly in their perceptions of the relative importance of the 20 presidential roles. The data for this research demonstrated a similar pattern of agreement between presidents and board chairpersons.

There were, however, differences between Cote's (1983) findings and the findings of this research about the roles rated highest. The ACBC presidents and board chairpersons rated the roles of visionary/long range planner, constituency diplomat/image builder, administrative/executive, consensus builder/mediator and symbol/ceremonial official among the roles highest in importance, whereas Cote found that fund raiser, community leader, government liaison/resource stimulator, physical plant/property overseer and labor relations specialist were among the highest. The likely explanation for these differences was that the institutions in Cote's study were part of a state system and relied heavily on government support whereas the ACBC colleges met operational costs mainly through revenue derived from tuition and/or constituency donations. Hence, the roles

relating to government regulations and community relations were not perceived as important. It also explained why ACBC college presidents and board chairpersons rated the role of constituency diplomat/image builder so much higher than did the respondents in Cote's study; they needed to cultivate and maintain a constituency for financial support and as a source for student recruitment.

In his research about the roles of three Nova Scotia university presidents, Samson (1987) found that presidents perceived the role of visionary/long range planner to be most important, similar to the results of this research. However, unlike ACBC presidents, Samson's findings concurred with Cote's in that roles that deal with government liaison, public relations and educational advocacy were rated very high.

Bensimon's (1990) question about the biggest mistake presidents' made during their tenure would have provided little assistance in developing an understanding of the perception of the presidential roles but, since there was a small but distinct group of "younger" presidents (under aged 45 years), it would have been helpful to learn whether ACBC presidents' errors were in any particular role and whether they were, as Bensimon found, committed by younger presidents during the early years of their tenure.

Neuman and Bensimon (1990) identified four types of presidents that represented four types of institutions and four approaches to the presidential roles. ACBC presidents perceived their roles, using the Neuman and Bensimon typology, as Type B with sensitivity to external issues but a focus on the internal elements of planning and organizational life. The interviews with the presidents revealed a definite awareness of and commitment to external communities and, indeed, emphasized developing the constituency as very important but, to a president, they stressed that the internal elements of developing and communicating the college vision with and to faculty and students was primary, followed by the community and constituency dimensions.

Thus, while the role, visionary/long range planner, rated *most important* by ACBC presidents and also very high by presidents in Cote and Samson studies, significant differences between Cote and Samson studies were demonstrated about the importance of roles related to government liaison and personnel relations.

Summary

This chapter has presented the analysis of differences of means of the perceptions of the importance of presidential roles using the t and F tests and the Scheffé procedure for institutional and personal factors and for positions of the respondents to determine perceptual differences. Of the institutional factors examined, only three had a minor influence upon the perceptions of the presidents, and nine of the eleven personal factors influenced the perception of presidential roles only modestly. The president's highest degree and its source proved to be more influential than other factors in determining the role perceptions of presidents. When examined according to position, the perceptions of the presidential roles varied significantly for only four of the roles. These similarities and differences were compared with the findings of studies done by Cote and Sampson.

Chapter six presents the summary, conclusions and implications of this study.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Chapter six presents the summary, conclusions and implications of this study. The findings of the study and conclusions drawn from the data are presented, and the chapter ends with a discussion of the implications of the findings for presidents, Bible college boards, and for further research.

Summary

Background of the study

The end of the 19th century saw the development of educational institutions in the United States known as Bible schools; the first schools were started in New York, Chicago and Boston in the 1880s and 1890s. In 1894 the fourth such postsecondary institution in North America and the first in Canada was founded in the Toronto area, a school with a history of continuous operation which is now known as Ontario Bible College. During the past century many such schools were founded, all with foundational commitments to the Scriptures as God's revealed truth and the goal of assisting students to know God and to prepare for ministry within the church and global communities. In Canada, many of these schools formed an association called the Association of Canadian Bible Colleges (ACBC) for the purposes of fellowship and professional development. The 1992-1993 directory listed 46 member colleges in this association (ACBC, 1992).

There is a growing body of research about the role of college and university presidents in the United States including the work by Cohen and March (1974), Kauffman (1980), Carbone (1981), Benezet & Katz (1981), Cote (1983), Vaughn (1989) and Fisher (1992). In Canada, Samson (1987) investigated the role of university presidents in Nova

Scotia and in Alberta Barrington (1982), Allan (1985) and Rose (1985) researched the role of the public college presidency.

Other research on aspects of the Canadian Bible college includes Weinhauer's (1979) investigation of environmental linkages of selected Canadian Bible colleges with their constituencies, Gazard's (1980) study of the transfer of Bible college credits to other postsecondary institutions, Rose's (1981) investigation of the role of the board of directors in the governance of a denominational Bible college. This research examined the leadership roles of the presidents of selected Canadian Bible colleges.

Purpose and design of the study

Purpose. The purpose of this study was to determine the perception of the role of the president of Canadian Bible colleges. The five research questions that guided the investigation were:

1. What was the nature of the colleges in this study (years of operation, size of the student body, size of faculty, and number of previous presidents)?

2. What personal biographical information described the presidents (age, years with the college, years as president, experience prior to the presidency, and education - - source of first degree, highest degree, source of highest degree)?

3. What were the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

4. What was the influence of the institutional variables and the personal background data on the presidents' perceptions of their role?

5. What was the extent of agreement among the perceptions of the role of the president and the perceptions of the individuals in the three other role sets identified?

Design. This research was designed as a descriptive survey to determine the perceptions of the role of Canadian Bible college presidents. Among the assumptions undergirding the study were that research about the presidency of public colleges and universities was similar and applicable to the Bible college presidency, that the perceptions of the importance of presidential roles could be reported and measured quantitatively, and that a single survey instrument could be used to determine the role perceptions of presidents, board chairpersons, academic deans and faculty members.

The sample for the study included the ACBC member colleges listed by the association in the 1985 membership directory. An adaptation of Cote's (1984) presidential roles survey was used to gather perceptions of the importance of 20 presidential roles. The sample included the presidents, board chairpersons and academic deans in the 43 colleges listed as ACBC members in 1985. The faculty members were selected by the college administration from among the fulltime professors with the longest teaching tenure at the colleges.

The Cote (1984) Presidential Survey was modified slightly to enhance its appropriateness and to ensure its validity and reliability for use with Canadian Bible college presidents by having a panel of experts critique proposed changes and make suggestions for modifications of the survey instrument. After the survey instrument was finalized, data were gathered by mailing the survey to the sample early in April, 1989, with follow-up at the end of April. In October of 1989 more follow-up material was mailed to those who had not responded, and telephone reminders were used to encourage respondents to complete and return the survey.

Findings of the study

Responses. The overall rate of return for the survey was 63 percent, providing data from 39 colleges. Ninety-one percent of the presidents responded, as did 56 percent of the board chairpersons, 79 percent of the academic deans, and 28 percent of the faculty members. These data were processed, aggregated and analyzed by the computer research facilities of the Department of Educational Administration of the University of Alberta.

About the colleges. The survey data revealed that the colleges had been formed as early as 1894 and as recently as 1985. Thirteen of the reporting Bible colleges were formed during the period from 1894 to 1934, 10 more colleges began during the decade from 1935-1944 and 14 more during the period from 1945-1989.

The colleges varied in size with 19 reporting student bodies of less than 100 FTE and 18 colleges with 100 or more FTE. Six of the colleges reported 300 or more students of which only three had 500 or more FTE students. Similarly, the colleges had small sized faculties, with 24 reporting 9 or fewer faculty members while only 13 indicated having 10 or more faculty members.

Related somewhat to college age was the number of presidents who had served the colleges, with 18 reporting 4 or fewer previous presidents and only one college indicating there had been 15 or more previous presidents.

About presidents. As part of the survey, presidents were asked to provide selected personal facts about themselves.

Age. Thirty-nine presidents reported their age with only seven being less than 45 years. There were 14 presidents between 45 and 54 years old and another 16 who indicated they were 55 or more years of age.

Length of service. The total number of years of the presidents' service with the colleges (both as president and as a member of the college in other positions) included eight presidents with 4 or fewer years and nine with from 5 to 9 years. The largest group of presidents (12) reported 15 or more years with their college.

Presidential tenure. In respect to the length of the president's tenure in office, 15 had served from 1 to 4 years, 14 had served from 5 to 9 years, and eight for 10 or more years.

Education. Twenty-six presidents reported their first degree was from a private college or university while only eight earned their first degree from a public college or university. Of the 33 presidents that indicated their highest degrees, nine reported a bachelor's degree as their highest degree, eight reported a master's degree, and 16 reported a doctorate. Of those with a master's degree as their highest degree, six were from private colleges and universities and only two from public colleges and universities. Eleven of the presidents had earned doctorates from private institutions and five held doctorates from public institutions.

Experience. Bible college presidents reported their work and ministry experience. While only 10 presidents had teaching experience in public education, 23 had teaching experience in private education and only six had experience in business. Twenty-six presidents had church ministry experience of which 20 had 6 or more years. Only 10 presidents reported missions experience: five had from 1 to 5 years and five had more than 6 years. One president reported having served from 26 to 30 years while another indicated having been a missionary for 40 years.

Perceptions of presidential roles by position. Presidents, board chairpersons, academic deans and selected faculty members reported their perceptions of the importance of 20 presidential roles on a five-point Likert scale.

Presidents' perceptions of presidential roles. Presidents rated only one role as *most important* : visionary/long range planner.

Eleven roles were rated by presidents as *very important*. In successive order of importance, these roles were:

constituency diplomat/image builder
administrator/executive
consensus builder/mediator
symbol/ceremonial official
marketer/salesperson
trustee rapport builder/advisor
educational advocate
financial manager
faculty advocate
interinstitutional diplomat, and
fund raiser.

Seven additional roles were rated by presidents as *average* in *importance*, but the role of community leader was ranked as *low* in *importance* by presidents.

Board chairpersons' perceptions of the presidential roles. Board chairpersons rated two roles as *most important:*

visionary/long range planner, and
constituency diplomat/image builder.

Nine roles were rated as *very important* by board chairpersons. In order of importance these roles were:

administrator/executive
marketer/sales person
educational advocate
consensus builder/mediator
symbol/ceremonial official
interinstitutional diplomat

fund raiser
faculty advocate, and
trustee rapport builder/advisor.

Seven roles were rated as *average* in importance, and the following two were rated to be of *low importance:*

physical land/property overseer, and
community leader.

Academic deans' perceptions of presidential roles. Academic deans rated two roles as *most important:*

visionary/long range planner, and
constituency diplomat/image builder.

They also rated eight roles as *very important* listed successively as follows:

fund raiser
symbol/ceremonial official
marketer/sales person
trustee rapport builder/advisor
educational advocate
consensus builder/mediator
financial manager, and
interinstitutional diplomat.

Ten roles were rated by the academic deans as of *average importance* and none of the roles were perceived to be of *low importance.*

Faculty members' perceptions of presidential roles. Faculty members identified one role as *most important:* constituency diplomat/image builder. The eight roles rated by faculty members as *very important* were:

visionary/long range planner
administrator/executive
symbol/ceremonial official
marketer/sales person
trustee rapport builder/advisor
interinstitutional diplomat
educational advocate, and
alumni liaison/motivator.

Faculty reported eight roles to be of *average importance* and, at the lower end of the continuum, faculty rated two roles as of *low importance*:

community leader, and
physical land/property overseer.

The role rated *most important* by presidents, board chairpersons and academic deans was visionary/long range planner. Similarly, board chairpersons, academic deans and faculty also rated constituency diplomat/image builder as *most important.*

Unstructured comments. Several presidents, board chairpersons and academic deans wrote about the delegation of certain roles to competent colleagues, particularly roles that dealt with academic planning, finance, business and physical plant. There were comments that referred to the situational nature of presidential roles and how roles change contingent on college and environment conditions. One president wrote ". . . I believe a president must set direction, be visionary, hire the most capable people, and then 'orchestrate.'"

Few board chairpersons wrote comments. However, similar to the presidents, their comments reflected on the expectation that the president would provide spiritual leadership, delegate some administrative responsibilities, and represent the college externally to the public and its constituent community.

The most emphasized presidential role in academic deans' comments was the need for the president to establish and communicate the college vision, one of two roles rated highest by academic deans. Three of the academic deans also mentioned that fund raising was a high priority for the president's office and two pointed to financial management as a role of importance for the president.

Similarly, faculty members pointed to setting and communicating vision as a high priority for presidents. One observed that presidential leadership should serve to liberate faculty members and not intrude into their work. A final observation of note was that presidents should emphasize the liaison with and motivation of alumni as a high priority.

Interview data. Four presidents were interviewed during the 1991 annual ACBC conference. Presidents were asked to respond to preliminary results from the survey. Presidents were unanimous in the opinion of the high importance of the role of visionary/long range planner, stressing that consensus on campus and within the constituency was contingent upon the development and communication of the college vision or mission. Three presidents stressed the importance of the community leader role, one because it was part of the college mandate of reaching into all the world with the Gospel, another because the college and municipal community were closely linked in municipal governance, and the third because the college needed a high profile in the community.

Upon noticing that the role of fund raiser was not of highest importance, one president expressed a sense of relief because in his perception the pressure of college affairs seemed to have pushed this role to the highest priority and this caused personal misgivings and tension for him.

The presidents agreed that, while they did teach and enjoyed doing so, the roles of scholar/teacher and academic leader were not high priorities for them. Similarly, presidents agreed that the role of physical plant/property overseer was not of high importance as a presidential role.

One president wondered about the difference in fundamental nature and purpose between the Bible college and the public college or university and asked if that difference could limit the appropriateness of using survey research for examining presidential roles.

Analyses of the Findings

The presidents' perceptions of role importance were examined by t tests and F tests to identify the influence of institutional and personal factors, and the influence of the respondent's position on the perceptions of the presidential roles. Only differences at the 0.05 probability level were reported as statistically significant.

Institutional factors. When the means of the role perceptions of the presidents were examined for significant variance related to institutional factors, only three factors showed minimal influences. The F test and Scheffé procedure revealed that presidents of older colleges (formed from 1894 to 1934) perceived the alumni liaison/motivator role to be significantly *more important* than did presidents of colleges formed from 1945 to 1989.

Similarly, two role perceptions of college presidents differed significantly based on college size. The role of student liaison/mentor was perceived to be significantly *more important* by presidents of colleges with fewer than 100 FTE than by presidents of colleges with 100 or more FTE. Conversely, presidents of colleges with 100 or more FTE perceived the role of government liaison/resource stimulator to be significantly *more important* than did presidents of smaller colleges.

The third institutional factor with minimal influence upon the presidents' role perceptions was the number of previous presidents a college had. Presidents of colleges with 5 or more previous presidents perceived the role of community leader to be significantly *more important* that did presidents of colleges with fewer than 5 previous presidents.

Personal factors. The president's role perceptions were examined to identify significant influences by personal factors.

Age. The president's age proved to be significant on only 1 role, personnel relations specialist: the younger presidents (less than 45 years of age) viewed this role as significantly *more important* than did presidents 45 to 54 years of age.

Years of service with the college. By inspection of the F test results it appeared that the number of years the presidents had served with the college was significant only for the role of fund raiser. In this case, presidents with fewer years as president (1 - 4) viewed this role as more important than did presidents in office from 5 to 9 years. The Scheffé procedure, however, failed to differentiate between age groups or identify these differences as significant. Hence, though the procedure did not indicate the groups with statistically significant difference, by visual inspection it appeared that presidents with their colleges from 1 to 4 years viewed the role of fund raiser to be *very important* but presidents with the colleges from 5 to 9 years perceived the role to be *average importance.*

Length of tenure as president. The number of years the presidents had served as president was influential in the perception of only one presidential role. In this case, presidents in office from 1 to 4 years perceived the role of constituency diplomat/image builder to be significantly *more important* than did presidents in office for 10 or more years.

Teaching experience. Examination of the role perceptions by t tests showed that presidents with public teaching experience perceived the role of financial manager to be significantly *more important* than did presidents with no public teaching experience.

Church experience. Church ministry experience proved to be an influential factor for three roles. In each case, presidents without any church ministry experience perceived the roles of administrator/executive, consensus builder/mediator, and trustee rapport builder/advisor to be significantly *more important* than did presidents with church ministry experience.

Missionary experience. Missionary experience, however, was shown by a t test of the means of the perceptions to have only a minor influence on the perceived importance of the role of community leader. President with no missionary experience perceived this role to be significantly more important than did those presidents with missionary experience.

Business experience. Similarly, business experience had only a limited influence on role perceptions. Presidents with some business experience perceived the role of personnel relations specialist to be significantly *more important* than did presidents with no business experience.

Education. The first degree of presidents was influential in their perception of the importance of only the role of community leader. Presidents with their first degree from public institutions perceived this role to be significantly more important than did presidents with their first degree from private institutions.

When the role perceptions were examined according to whether the president's highest degree was a master's degree or less or a doctorate, four roles were demonstrated to be significantly different. Presidents with master's degrees or less as their highest degree perceived the role of student liaison/mentor to be more important than did presidents

with doctorates. However, presidents with doctorates perceived the roles of trustee rapport builder/advisor, marketer/salesperson and faculty advocate to be significantly more important than did presidents with only master's degrees or less.

When the presidents' perceptions were examined according to whether the highest degrees were from private or public of institutions, five role perceptions were shown by the t test to have been significantly influenced. In each case, presidents with their highest degrees from public institutions perceived the following roles to be significantly more important than presidents with their degrees from private institutions: consensus builder/mediator, symbol/ceremonial official, trustee rapport builder/advisor, financial manager and community leader.

Position. A final factor by which the role perceptions were tested was the position of the respondent. Responses were received from presidents (n = 39), board chairpersons (n = 24), academic deans (n = 34) and faculty members (n = 12). The F test and Scheffé procedure were performed to determine the influence on role perceptions by position of respondents.

The most important finding was that role perceptions were similar for all but four roles when the means were analyzed by position of the respondent. Academic deans perceived the fund raiser role to be significantly more important than did presidents. However, both presidents and board chairpersons rated administrator/executive role to be more important than did academic deans. Similarly, presidents and board chairpersons perceived the role of consensus builder/mediator as more important than did faculty members. Finally, academic deans perceived the role of community leader to be more important than did board chairpersons.

Conclusions

The purpose of this study was to determine the perception of the role of the president of Canadian Bible colleges as held by presidents, board chairpersons, senior administrators and selected faculty members. The conclusions of the study are set forth in answer to the research questions.

1. What was the nature of the colleges in this study (years of operation, size of the student body, size of faculty, and number of previous presidents)?

A profile of ACBC Bible colleges. ACBC Bible colleges are young organizations. While the first Canadian Bible college was formed in the 1890s, most (about 67%) of the ACBC colleges were formed during the first 45 years of the 20th century. They are very small colleges with half reporting FTE of fewer than 100 students and two-thirds of the colleges employing fewer than 10 fulltime faculty members. Only three colleges enrolled 500 or more students and employed more than 20 fulltime faculty members. Since 50 percent of the colleges had fewer than five previous presidents the colleges had experienced limited succession and transfer of leadership.

In general, Canadian Bible colleges were much smaller, for example, than their American counterparts which reported an average enrollment of 220 in 1990 for the 92 member colleges of the American Association of Bible Colleges. The smallest Christian liberal arts college in Alberta, King's College in Edmonton, had 425 FTE students in 1992-1993, while public colleges in Alberta for the same period were considerably larger with enrollments upwards of 1,000 students. On the other hand Cohen and March (1974) studied the university presidency in the United States and classified small institutions as those with fewer than 1,500 students enrolled. Comparatively speaking, Canadian Bible colleges were very small institutions.

2. What personal biographical information described the presidents (age, years with the college, years as president, experience prior to the presidency, and education - - source of first degree, highest degree, source of highest degree)?

Profile of an ACBC college president. The president of an ACBC college was middle aged and had served from 5 to 10 years with the college, both as a faculty member and as president. The primary source of the president's first and highest degrees were private institutions where he earned at least a master's degree. The president had little experience (about 2 years) in missions, business, or teaching in public education, but considerably more experience teaching in private education. However, the president's greatest source of experience was in the church where he had about 11 years of ministry experience.

These findings concur with the research about college and university presidents by Cohen and March (1974). They concluded that presidents in the studies reviewed ranged in age from 50 to 59 years in age. Similarly, their research showed an overwhelming majority of university presidents with religious confessions and that graduate education in religion was a significant discipline from which many university presidents draw their education, that the ministry was a significant part of the presidents' experience, and that teaching on faculty of the college was part of the succession to the president's office.

3. What were the perceptions of the role of the Bible college president as viewed by the presidents, board chairpersons, senior administrators and selected faculty members?

Presidents' perceptions of the role of president. Presidents perceived the role of visionary/long range planner to be *most important* and 11 additional roles as *very important*.. Of the 11 roles rated by presidents as *very important*, constituency diplomat/ image builder, administrator/executive and consensus builder were at the top of the list.

Presidents viewed the roles of community leader, government liaison/resource stimulator and physical land/property overseer as of *low importance* but none of the roles was rated as of *least importance.*

Board chairpersons' perception of roles. Board chairpersons perceived the roles of visionary/long range planner and constituency diplomat/image builder as *most important.* and an additional nine roles as *very important.* At the top of the list of roles rated *very important* by board chairpersons were the roles of administrator/executive, marketer/ salesperson, educational advocate, and consensus builder.

Board chairpersons rate the roles of community leader, physical land/property overseer, and government liaison/resource stimulator as of *low importance* but none of the roles were ranked as of *least importance.*

Academic deans' perception of roles. Academic deans perceived the roles of visionary/long range planner and constituency diplomat/image builder as *most important.* Eight roles were rated as *very important* by academic deans and the top three roles in this category were the roles of fund raiser, symbol/ceremonial official and marketer/sales-person.

Academic deans viewed the roles of physical land/property overseer and academic leader/innovator as of *low importance* but none of the roles were rated as of *least importance.*

Faculty members' perception of roles. Faculty perceived the role of constituency diplomat/image builder as *most important.* Also, faculty members rated nine roles as *very important;* the highest three of which were the roles of administrator/executive, symbol/ceremonial official and marketer/salesperson.

Rated of *low importance* according to faculty, were the roles of physical land/ property overseer and academic leader/innovator. No roles were rated as of *least importance.*

Placing these results in a larger postsecondary education context, the results compare favorably to Samson's (1987) research of Nova Scotia university presidents in which the presidents of three Nova Scotia universities agreed on the relative importance of 10 presidential roles, rating visionary/long range planning as of highest importance. This finding also coincides with Cote's (1984) finding that presidents and board chairpersons in the colleges and universities of Pennsylvania rated the role of visionary/long range planner highest and the roles of trustee rapport builder/advisor and constituency diplomat/image builder next in importance.

4. What was the influence of the institutional variables and the personal background data on the presidents' perceptions of their role?

Some generalizations about the influence of institutional variables and the presidents' personal background data on the role perceptions of the college president were derived from the examination of the perceptions of the presidents and according to the position of the respondents (presidents, board chairpersons, academic deans, and faculty members).

1. The institutional factors were not significant influences on the perceptions presidents had of their roles. There was agreement as to the relative importance of 16 roles (80 percent) when examined by institutional factors.

2. College age and size influenced the presidents' perceptions of four roles: alumni liaison/motivator, student liaison/mentor, government resource stimulator and community leader. These roles were among those perceived by presidents to be of *average* or *low*

importance; hence these institutional factors were relatively uninfluential in the perceptions of presidential roles.

3. Personal background data had only limited influence on the perceptions of the presidents' roles affecting only seven of the roles. Younger presidents demonstrated greater awareness of and concern for the personnel relations role reflecting the relational nature of and sensitivity to individual rights of the "baby boomer" generation.

Those presidents new to the office were evidently striving to learn to know their college constituencies whereas those in office for several years had confidence in their relationship with their college constituencies.

While teaching, business, and missionary experience were part of the president's personal background, their influence extended only to three roles: community leader, personnel relations specialist and financial manager. Church ministry, however, influenced three roles, each of which is an integral part of decision-making and, hence, leadership. Presidents with no church ministry experience emphasized administrative function, consensus building and the relational nature of boardsmanship as significant in their leadership.

In parallel with the findings of the review conducted by Cohen and March (1974), Canadian Bible college presidents had less experience in business and more experience in teaching. However, while Cohen and March (Ibid.) found that the ministry was one of the vocations in the succession to the college and university presidency, this study showed that Canadian Bible college presidents had extensive church ministry experience (even more than ministry with the Bible colleges) and that presidents viewed constituency relations as integral to the presidency.

4. Essentially, the source of the president's baccalaureate degree was of minor influence in the presidents' perceptions of their roles.

5. The level of the highest degree was influential in the presidents' perceptions of four roles: student liaison/mentor, trustee rapport builder/advisor, marketer/salesperson and faculty advocate.

Cohen and March (Ibid.) found that from 75 to 80 percent of all new presidents had doctorates. In this research of Canadian Bible colleges about 44 percent of the presidents had doctorates and the level of their highest degrees influenced their perceptions on only 4 of 20 presidential roles.

6. The source of the president's highest degree was significantly influential in the presidents' role perceptions. Five of the 20 roles (25%) were rated *most* or *very important* by presidents with highest degrees from public institutions.

A strong inference was drawn that the content and/or processes of public higher education emphasized the consensual and political nature of decision-making along with the need for symbolic representation. Also, there was some apparent contradiction regarding the leadership role of sound financial management; presidents with highest degrees from public institutions of higher education rated this role much higher than those with degrees from private institutions. Perhaps the biblical imperative to "trust God" engendered a "faith" that God will provide and a confidence in the ethics of those responsible for the business outcomes rather than the need for careful business practices. The fact however, that the Christian Scriptures require stewardship of leaders made this finding somewhat puzzling.

Public education promotes community involvement, a quality that one might also anticipate of Christian educators by reason of their theological moorings. Here again the

imperatives of Scripture direct a socially penetrating involvement in all phases of community life: intellectual, social, moral and spiritual. That public educators have a stronger commitment to community involvement may be an indication that these theological imperatives of Scripture have been underemphasized. Another way of stating this conclusion is that public education seemed to make presidents more aware of and responsive to community needs, while private education apparently influenced presidents to emphasize the spiritual needs of communities to the exclusion of other dimensions of community life.

5. What was the extent of agreement among the perceptions of the role of the president and the perceptions of the individuals in the three other role sets identified?

1. The most important conclusion that was drawn from this study about the perception of the role of the president of the Bible college in Canada was that there is an extremely high level of agreement about what the president ought to do.

It was demonstrated that respondent groups (presidents, board chairpersons, academic deans and faculty members) were fundamentally agreed on the relative importance of 14 of the 20 roles (70%) presidential roles. Of these, seven roles were rated by all respondent groups to be *most* or *very important* with visionary/long range planner and constituency diplomat being the top two roles for each group. There was similar agreement about the roles of *average* or *low importance* with all groups rating the roles of community leader and physical land/property overseer at or near the bottom of the list.

This high degree of consensus among these four groups of significant participants bodes well for Canadian Bible colleges, assuming that the roles presidents, board chairpersons, academic deans and faculty members agreed upon were appropriate to the colleges' missions and in terms of the organizational health of Bible colleges.

2. Of the 13 roles reported by all groups to be *most important* or *very important*, seven roles were reported by all respondent groups. The influence of the respondents' positions on the role perceptions was minor with 85% of the roles having no statistically significant difference. The perceptions of only four roles, fund raiser, administrator/ executive, consensus builder/mediator and community leader, were subject to the influence of position.

In the larger sense, the results compared favorably to Samson's (1987) research of Nova Scotia university presidents which concluded that there was agreement between the presidents and their role sets, including faculty members, about the relative importance of a high proportion (77 %) of the presidential roles.

2.1. Presidents' and board chairpersons' agreed about the relative importance of 19 roles (95%). This included 11 roles rated as *very important* with the same three roles listed highest, and eight roles rated as of *average* or *low importance*, with same roles rated lowest. The interview data concurred with these findings of congruence between presidents' and board chairpersons' perceptions; one president observed that the president is a main player in selecting, orienting and developing the board so a high level of congruence was to be expected.

The substantial agreement between presidents and board chairpersons about the relative importance of all roles paralleled Cote's (1984) research which showed that presidents and board chairpersons did not differ on the relative importance of the 17 roles with significant positive correlation for five roles: fund raiser, community leader, government liaison/resource stimulator, physical plant/property overseer and labor relations specialist. However, Cote's (Ibid.) findings showed that presidents viewed the roles of trustee rapport builder, financial manager and community leader as *more important* than did board chairpersons.

Samson (Ibid.), however, found that presidents only agreed with the perceptions of members of the set of respondents, which included board, faculty, student and government members, on the importance of 10 of the 20 roles. Also, it was noteworthy that presidents and the role sets in Samson's study, which included board chairpersons, academic deans and faculty members, agreed that the visionary/long range planner role was most important; as it was for ACBC presidents, board chairpersons and faculty members surveyed in this research.

2.2. Presidents and academic deans agreed about the relative importance of 18 roles (90%). This finding concurs with Samson (Ibid.) who found that the perceptions of the presidents and academic administrators in Nova Scotia universities were most similar, even more so than the perceptions of presidents and university governors.

2.3. Finally, though presidents and faculty members in this study differed the most about the role of the president, the extent of agreement was high with agreement on the relative importance of 16 of the roles (80%). This was similar to Samson's (Ibid) results which found no conflict between the relative importance of the perceptions of the presidents and faculty members.

3. The conceptual framework, an adaptation of Immegart's (1988) leadership model, served to identify elements that contributed to the development of the expectations and the resulting perceptions of the presidential roles by demonstrating the influence of selected idiographic and nomothetic dimensions on Bible college leadership that were examined.

3.1. The use of metaphors as representations of presidential roles was also apt because they were understood by ACBC presidents, board chairpersons, academic deans and faculty members. The variety and changeable nature of presidential roles suggested by

several writers was evident in that the data showed that presidential roles were perceived to be broad in scope.

3.2. Getzels and Guba's (1957) proposition that roles were fundamental to and resulted from the interaction of idiographic and nomothetic dimensions was demonstrated by the research data.

3.3. The conceptual framework was adequate and helpful because, apart from the delimitations of the study, it was possible to identify and examine data. A more extensive investigation of the Bible college leadership was possible within the conceptual framework that guided this study and may have served to identify and explore additional individual presidential factors that would have expanded and enriched the data and the conclusions about presidential roles.

For example, institutional factors such as college linkages, affiliation, sponsorship, accreditation and institutional health may have served to enhance the understanding of the Bible college presidency.

4. The descriptive survey method and the modified survey instrument were adequate for the purposes of this research.

4.1. The process of assuring the validity and adequacy of Cote's (Ibid) instrument for use with Bible college presidents was adequate and the panel of experts provided valuable insight and editorial assistance.

4.2 Some changes to the procedures for gathering data, however, would have enhanced the survey results. The method of selecting faculty members could have been more precisely defined and more effective procedures employed to ensure a higher response from this respondent group.

4.3. A more propitious time of year to send the survey could have ensured a greater continuity for respondents initially receiving the survey and the reminders that ultimately brought response.

A written comment on one of the surveys point out that the survey was received "at a bad time in the college year." By sending out the initial surveys and the first reminder in April, follow-up was only possible in the fall of the year. This created difficulty for data gathering because some of the colleges had acting, interim or new presidents and academic deans in the fall and these changes in persons occupying the respondent positions made it difficult for respondents to know whether the survey had been completed by their predecessors. Hence 17 duplicate responses were received.

Implications

The review of the finds of this study prompted the question: "So What?" and the conclusions suggested implications for each of the respondent groups (presidents, board chair persons, academic deans and faculty members), as well as for the Association of Canadian Bible Colleges. Implications for further research were also warranted.

Implications for Bible college presidents.

The strong agreement about the roles of visionary/long range planner and constituency diplomat/image builder indicated several considerations for presidents and potential presidents.

1. Because of the importance of the visionary/long range planning role it is necessary for presidents to develop and/or increase their personal competence in articulating vision and planning. Professional development should be directed toward enhancing

vision and strategic planning through formal course work, workshops and seminars and collegial networking with professionals with expertise in these areas.

2. Both the desire and ability to develop or clarify and communicate vision by cultivating constituency relations are essential elements of the president's office. While different stakeholders in Bible colleges also emphasize administration, marketing, fund raising and and ceremonial roles, presidents should direct their energy toward developing personal and corporate competencies necessary for establishing and maintaining college linkages with their constituencies. This will require initiative and creativity as presidents undertake developing and enhancing loyalty, commitment and support in the baby boomer/baby buster generation.

3. Persons considering appointment to the office of president must be people of vision with interest in and ability to do planning. It was what everyone wanted and expected of Canadian Bible college presidents.

Implications for Bible college boards.

Another implication of these findings is that organizations seeking presidents must take careful inventory both of their expectations of the president and of the president's expectations of the presidency to achieve greater congruence.

1. While there was significant agreement among the role sets (and it is hoped this will continue!), both board chairpersons and presidents must take action to retain this critical condition. It is possible to ascertain perceptions about the presidential role during the recruitment of new presidents to ensure "hiring the right president."

2. Further, in order to adequately assess presidential standards of performance board chairpersons should give attention to roles of importance (visionary/long range

planner, constituency diplomat/image builder, marketer/salesperson, administrator/ executive, and trustee rapport builder/advisor) and focus their evaluation efforts on these roles.

Implications for academic deans.

In spite of the high degree of agreement the fact that presidents and academic deans differed about the relative importance of the roles of fund raiser and administrator provides both a warning and an opportunity.

1. The warning is that the disagreement may serve as a source of friction and frustration. Presidents with a "hands on" approach to Bible college administration or whose fund raising efforts are not perceived as satisfactory by deans may cause administrative effectiveness to diminish.

2. The opportunity provided by these findings is that presidents can work with deans to clarify perceptions, develop polices and agree upon respective tasks in the light of realistic expectations about presidential roles.

Implications for Bible college faculty members.

Faculty members appear to take consensus for granted with a limited sense of its importance or of the president's role in building and maintaining organizational consensus or unity. There is danger at this point, first of all, because Christian Scriptures indicate unity in the body of "believers" to be a primary and necessary condition for spiritual health. It is a theological imperative that all members of the body contribute actively and purposefully to the united and holistic life and function of the body (Ephesians 4:1 - 13, the Bible).

Second, if unity is taken for granted it maybe lost. Efforts to guard this essential quality should begin with the president and, more importantly, involve all college

members, including faculty members. Their daily contact with students and the primary nature of their participation in the actual college mission requires continual efforts by faculty members to participate in consensus building. Neither vision nor unity of purpose will be maintained solely by presidential action.

Implications for ACBC.

The high rating of the roles of visionary/long range planner and constituency diplomat/image builder begs the question: "What is done to promote long range planning skills for presidents?" The Association of Canadian Bible Colleges could serve as a vehicle to promote presidential development in this role. Bibby (1990), Bibby and Posterski (1985), Posterski (1989), and Motz (1990) are among Canadian Christian writers who have identified Canadian social and economic trends similar to Anderson's (1990) analysis of American trends. The influence of these trends include major shifts in values, commitment and life goals; hence significant changes in the nature of Christian ministry. If Bible colleges emphasize knowledge of God, the Scriptures, and the skills and attitudes essential for Christian ministry, presidents will have to become leaders with an understanding of social processes and the nature of contemporary ministry. Further, an understanding of contemporary economics and financial resources is essential for presidents to be able to do visionary and long range planning.

1. An implication of this is that short courses should be developed that provide immediate help for presidents in developing vision and undertaking long range planning. The ACBC is a vehicle whereby such opportunities could be provided for presidents.

2. Further, since boardsmanship is essential and presidents agree that their role is to assist trustees with an orientation to and an understanding of the role of the board and its

members, ACBC could develop retreats for board chairpersons and members that would assist them in developing skill and competence in this critical function.

3. For the longer term, ACBC could serve to coordinate between Bible colleges and institutions of higher education respecting training needs and expectations for Bible college presidents. ACBC presidents had, in the main, attended seminaries and private colleges or universities for their training. The focus of these programs was on either deepening their knowledge of theology and biblical content, or establishing a theoretical and skill base for church or missionary ministry. Also, ACBC presidents had a great deal of church ministry experience.

While some emphasis in these programs was focused on leadership competencies few programs prepared candidates for leadership of Christian institutions of higher education with spiritual components integrated with the concepts of organizational theory, administrative behavior, research and planning. This could be negotiated with institutions by ACBC through a task force developed with the goal of researching the needs within theological, academic and administrative disciplines and in coordination with institutions of higher learning to present training in special areas. The curriculum for a diploma or certificate in presidential leadership and administration of Christian higher education could be developed through a consortium of cooperating organizations under the initiative of ACBC to provide essential training. Institutions with expertise in the theological, theoretical and practical aspects of leadership, organizational theory, administrative behavior, planning and change, social research and global Christianity abound.

Modular courses could be offered in conjunction with the ACBC annual convention on the campus of the host college, utilizing expert instructors from the participating consortium institutions or as agreed upon by the sponsoring colleges. In this way, presidents could be assisted in developing the competencies required by their own

perception of the role and made even more essential by the quickly changing Canadian social and economic fabric.

Further Research.

An adequate conception of the leadership of a Bible college may require a change in research paradigm. Bible colleges are religious as well as educational institutions and, while the adaptation of Cote's (Ibid.) survey instrument served to indicate perceptions of the roles assigned, the dynamics of spiritual leadership could be further explored through research based on a qualitative paradigm. Ethnographic investigations over time, of course, could provide a demonstration of the interaction of administrative and spiritual leadership dynamics in context. Sanders and Wiggens (1987) and Sergiovanni (1990, 1992) have demonstrated that organizations are infused with faith and religious organizations, in particular, are concerned about the understanding and maintaining of values.

As an early expression of leadership of such proportions, Selznick (1958) proposed that leaders' primary function was to serve as the guardian and promoter of the institution's values (Ibid, pp. 26-27). Recently, Sergiovanni (1992) conceptualized educational leadership as moral leadership primarily based on professional and moral authority that also included bureaucratic, psychological and technical authority. He theorized that leaders and followers were in a covenantal relationship, committed first, to the values and ideals and second, to each other and the espoused purposes. Researching the leadership dynamics of Bible colleges may be better served using naturalistic methodologies and the concepts proposed by Sergiovanni (Ibid.) could serve as a framework to conceptualize and guide such investigations.

Conceptual framework.

The Immegart conception of leadership could be used to explore the influences of institutional factors such as linkages, affiliation, sponsorship, accreditation and institutional health on the Bible college presidency. However, as suggested during one of the interviews, the Bible college presidency may have dimensions not readily identified by survey research and these should be studied with another paradigm (qualitative) or model (Sergiovanni, 1990). Because of the high level of consensus demonstrated among respondent groups about the presidential roles of Bible college leadership, it may be appropriate to investigate this leadership phenomenon using Sergiovanni's construct with its emphasis on transformative leadership and bonding as a basis.

In summary, the answer to the "So what?" question was that:

1. Presidents should understand the priority of visionary/long range planning and constituency diplomat/image builder in the Bible college president's office and commit themselves to competence in these strategic roles.

2. Bible college board chairpersons should select, appoint and evaluate presidents based, in part, on their competence in visionary/long range planning and constituency diplomat/image builder.

3. Presidents should take proactive measures to involve academic deans and faculty members in developing and strengthening consensus among members of the Bible college community members.

4. ACBC could develop a series of workshops on improving presidential roles.

5. ACBC could sponsor research and develop workshops to assist presidents of Bible colleges in developing and maintaining quality relationships with their constituencies.

6. ACBC could coordinate the development of a program of training for Bible college presidents tailored to the presidents' need for leadership and administrative skills, planning and change, social and economic conditions, contemporary ministry needs, and the nature of global Christianity.

7. Further research about the Canadian Bible college presidency could include a) exploration of the influence of college linkages on the perceptions of the role of the president, b) investigation of the role of the president using the constructs proposed by Sergiovanni for leadership for school improvement, and c) an ethnography that investigates the spiritual dynamics of the college presidency.

Summary

Chapter six has presented a summary of this research by discussing the background of Bible colleges, the purpose and design of the research, and the findings. The conclusions based on an analysis of the findings showed that Bible colleges were small, presidents were middle aged, and that, except for the level and source of the presidents' highest degrees, institutional and personal factors were only of minor influence in the perception of the president's roles. Similarly, there was substantial agreement in the perceptions of the importance of the 20 presidential roles. Finally, chapter six presented some implications of the findings of this study for ACBC presidents, board chairpersons, academic deans, faculty members, the Association of Canadian Bible Colleges, and for future research.

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APPENDICES

APPENDIX A

Cote's Letter of permission.

PENNSTATE
Great Valley
IBSS

(215) 889-1300
30 E. Swedesford Road
Malvern, PA 19355

August 15, 1991

Kenneth L. Penner
Three Hills, Box 4155
Alberta, Canada
T0M2A0

Dear Mr. Penner:

As per our telephone conversation on August 14, 1991, I am granting you permission to incorporate in your doctoral research my Presidential Roles survey instrument. This permission is granted solely for the purpose of collecting data for this research study and does not extend to any later use of my instrument, including nonprofit or for-profit applications based upon it nor other instruments representing the same Presidential Roles Survey with relatively minor modifications. I further ask that you cite my contributions in developing the Survey, both in your dissertation as well as contact with your research subjects.

Good luck with completing your study. As I mentioned, I would appreciate receiving a copy of the instrument you used which I understand has modifications suited to Canadian Bible colleges, and a summary of your study results.

Sincerely,

Lawrence S. Cote, Ed.D.
Campus Executive Officer

rav

An Equal Opportunity University

APPENDIX B

Presidential Roles Survey

Cote (1984)

Presidential Roles

A Survey of Presidents and chairpersons of Boards of Trustees of Selected Colleges and Universities

This survey is being being conducted as part of a study to better understand how presidents and governing board chairpersons feel about the relative importance of a selection of roles college and university presidents often fulfill. The roles represent groupings of presidential activities which in varying degrees are important to the future of each college and university. Please answer all of the questions. If you wish to comment on any questions or qualify your answers, please feel free to use the space in the margins or attach a separate sheet of paper. Your comments will be read and taken into account.

Respecting the demanding schedules of presidents and board chairpersons, this survey has been carefully designed to allow rapid completion: 15 minutes should be sufficient.

Thank you for your help.

Department of Educational Administration
Temple University * Philadelphia, PA.

PRESIDENTIAL ROLES SURVEY

Introduction/Instructions

The job of the college or university president can be viewed as being composed of a variety of roles, each competing for the limited time and attention of the president. Inevitably, these roles--or more accurately, the job activities or tasks they represent--must be fulfilled in some priority order based on how critical each is in addressing the overall needs of the institution.

For the purposes of this survey, a number of presidential roles have been selected, named and briefly described. You are among a carefully selected group of presidents and board chairpersons being asked to rate the degree of importance of each role. It is recognized that this rating of presidential roles by importance may change drastically from one type of institution to another, from one year to another, possibly from one minute to another. Please base your decisions in rating the roles on the overall needs of your institution during the current academic year, viewed as one "slice in time" at this particular juncture in your institution's history and development.

Twenty (20) roles often fulfilled by college or university presidents are named and described. The roles are listed in random order. Please consider each role as distinct--although in "real life" they may well blend together in a variety of ways. It is also understood that to varying degrees tasks related to these presidential roles may be delegated to others. Although role descriptions are provided as generalized guides, rate the role according to your more detailed understanding of the actual role as it is fulfilled within your institution.

The rating for each role may or may not reflect the degree of importance placed on that role currently be the president; the rating should reflect your view, as either president or board chairperson, of how important that presidential role should be to your institution this academic year. Assume that roles rated higher may be effectively fulfilled at the possible expense of those rated lower. That is, there may be less time available to the president to fulfill effectively lower rated roles.

A pencil with eraser is recommended to simplify changes.

This study is being conducted with the knowledge of the PENNSYLVANIA ASSOCIATION OF COLLEGES AND UNIVERSITYIES and the ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES and its results will be shared with these organizations.

PRESIDENTIAL ROLES SURVEY

Role "names" suggest the "flavor" of the roles. Role descriptions are only guides to assist you to discriminate among roles. Specific role descriptions may vary somewhat at your institution.

(Circle only one number per role. Please "rate" all roles.)

1. means VERY IMPORTANT (VI)
2. means SOMEWHAT IMPORTANT (SI)
3. means AVERAGE IMPORTANCE (AI)
4. means SOMEWHAT UNIMPORTANT (SU)
5. means VERY UNIMPORTANT (VU)

	(Circle number)				
	VI	SI	AI	SU	VU
1. P.R. SPECIALIST/IMAGE BUILDER ..... promoting a positive institutional image through speech-making, news releases, events to attract people to the institution; direct involvement in strategic planning for this purpose (a more "softsell" than "hardsell" approach to advancing the institution)	1	2	3	4	5
2. FINANCIAL MANAGER ..... annual budget development, approval, and management; direct intervention in fiscal issues relative to operating budget and investment fund(s) controlled by the institution (focus is on shorter term, detailed involvement in fiscal areas--but may also include longer term financial planning, resource development)	1	2	3	4	5
3. STUDENT LIAISON/MENTOR ..... meeting with organized and informal student groups, individual students, student leaders, parent-student groups; advising, counselling, influencing students directly	1	2	3	4	5
4. MARKETER/SALES PERSON ..... selling the institution--primarily externally; strategically selling and promoting the services of the institution to potential supporters and clients (a more "hardsell" than "softsell" approach to advancing the institution)	1	2	3	4	5
5. FUNDRAISER ..... direct contact with major donors--both individuals and organizations (business and philanthropic); personally soliciting funds and planning and coordinating this activity	1	2	3	4	5

Please proceed to next page

PRESIDENTIAL ROLES SURVEY

Role "names" suggest the "flavor" of the roles. Role descriptions are only guides to assist you to discriminate among roles. Specific role descriptions may vary somewhat at your institution.
(Circle only one number per role. Please "rate" all roles.)

1. means VERY IMPORTANT (VI)
2. means SOMEWHAT IMPORTANT (SI)
3. means AVERAGE IMPORTANCE (AI)
4. means SOMEWHAT UNIMPORTANT (SU)
5. means VERY UNIMPORTANT (VU)

	VI	SI	AI	SU	VU
6. LABOR RELATIONS SPECIALIST	1	2	3	4	5
negotiating, maintaining employee organization contracts; development and implementation of collective bargaining strategy; handling media relative to organized employee bargaining					
7. ACADEMIC PLANNER/INNOVATOR	1	2	3	4	5
planning, altering curriculum, academic schedules; establishing or dismantling academic programs; stimulating research; framing and carrying out the teaching and scholarly policies of the institution; influencing the educational program					
8. ADMINISTRATOR/EXECUTIVE	1	2	3	4	5
directing work of others, managing day-to-day operations, holding staff meetings; reviewing, initiating operational policies; responding to correspondence; hiring, evaluating staff and faculty; establishing and maintaining a productive organizational climate					
9. SYMBOL/CEREMONIAL OFFICIAL	1	2	3	4	5
functioning as focus of positive or negative feelings, actions directed at the institution; representing the institution in all matters of formality					
10. CONSENSUS BUILDER/MEDIATOR	1	2	3	4	5
resolving interpersonal and intergroup conflict; keeping the peace and furthering progress; facilitating consensus within the institutional environment					

Please proceed to next page

PRESIDENTIAL ROLES SURVEY

Role "names" suggest the "flavor" of the roles. Role descriptions are only guides to assist you to discriminate among roles. Specific role descriptions may vary somewhat at your institution. (Circle only one number per role. Please "rate" all roles.)

1. means VERY IMPORTANT (VI)
2. means SOMEWHAT IMPORTANT (SI)
3. means AVERAGE IMPORTANCE (AI)
4. means SOMEWHAT UNIMPORTANT (SU)
5. means VERY UNIMPORTANT (VU)

	(Circle number)				
	VI	SI	AI	SU	VU
	1	2	3	4	5
12. COMMUNITY LEADER					
engaging in community, not necessarily educational, activities (serving on hospital boards, business boards of directors, commissions, service clubs, regional or national concern--not generally educational in nature					
12. TRUSTEE RAPPORT BUILDER/ADVISOR	1	2	3	4	5
building good relationships with trustees, helping trustees define policy issues; acclimating board members to their trusteeship and the institution; formal and informal interaction with trustees; recruiting new trustees					
13. GOVERNMENT LIAISON/RESOURCE STIMULATOR ...	1	2	3	4	5
influencing local, regional, state or national elected or appointed government officials on behalf of the institution; developing relationships with these officials; lobbying for resources and support					
14. VISIONARY/LONG RANGE PLANNER	1	2	3	4	5
clarifying, formulating or adhering to the mission(s) of the institution; elaborating a vision of the institution, getting people behind it, making it happen;l long range planning with a "situation-as-a-whole" perspective					
15. SCHOLAR/TEACHER	1	2	3	4	5
contributions to and involvement with specific scholarly fields; writing, research, reading in specific fields; collaboration with fellow scholars; teaching in areas of expertise at home institution or others; presentations at scholarly meetings					

Please proceed to next page

PRESIDENTIAL ROLES SURVEY

Role "names" suggest the "flavor" of the roles. Role descriptions are only guides to assist you to discriminate among roles. Specific role descriptions may vary somewhat at your institution. (Circle only one number per role. Please "rate" all roles.)

1. means VERY IMPORTANT (VI)
2. means SOMEWHAT IMPORTANT (SI)
3. means AVERAGE IMPORTANCE (AI)
4. means SOMEWHAT UNIMPORTANT (SU)
5. means VERY UNIMPORTANT (VU)

	(Circle number)				
	VI	SI	AI	SU	VU
16. PHYSICAL PLANT/PROPERTY OVERSEER ..... direct involvement in planning, developing, improving, maintaining buildings, real estate, other facilities and property, utilities	1	2	3	4	5
17. ALUMNI LIAISON/MOTIVATOR ..... presenting or representing alumni interests/views; meeting with individual alumni or presentations to alumni groups; institutional advancement directed to alumni	1	2	3	4	5
18. FACULTY ADVOCATE ..... preserving academic freedom, due process, fair play as they affect faculty; interpreting role of faculty to trustees and other constituencies; advocating fair wages, opportunities for research for faculty; presenting or representing faculty views before trustees or other constituencies; direct contact with faculty	1	2	3	4	5
19. EDUCATIONAL ADVOCATE ..... activities involving keeping the idea of higher education "before the people;" general public advocacy of education at all levels; involvement in public discussion concerning educational issues of a general nature	1	2	3	4	5
20. INTERINSTITUTIONAL DIPLOMAT ..... developing relationships with other postsecondary institutions; cooperatively defining "turf" among institutions; negotiating joint ventures with other institutions; participation in local, regional or national associations, consortia; direct interaction with other institutions' executives	1	2	3	4	5

Please proceed to next page

PRESIDENTIAL ROLES SURVEY

Having now "rated" each role you may wish to quickly review the twenty (20)ratings to determine if you would like to raise or lower the "importance rating" of a particular role due to its relative importance to other roles.

Finally, is there anything else you would like to tell us about the relative importance of the roles of the president of a college or university fulfills? If so, please use this space and the rear cover for that purpose.

Also, any comments you wish to make that you may think may be helpful in future efforts to understand the nature of the president's roles and the ways in which trustees and presidents may together determine priorities for the president's activities of behalf of the institution will be appreciated, either here or in a separate letter.

Your contribution to this effort is greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelop (NOT on this questionnaire). We will see that you receive it.

APPENDIX C

Expert Panel Members

Presidential Roles Survey with Proposed Modifications

Letter to Expert Panel Members

PAGINATION ERROR.

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Expert Panel Members

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10766 - 97th Street
Edmonton, Alberta

Dr. Orville Waltz
President
Concordia College
7128 Ada. Blvd.
Edmonton, Alberta

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President
Camrose Lutheran College
Camrose, Alberta
T4V 2R3

Dr. Henry N. Anderson
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Edmonton, Alberta

Formerly with the Department of
Advanced Education
Province of Alberta

Dr. Neil Snider
President
Trinity Western University
7600 Glover Road
Langley, British Columbia
V3A 4R9

Dr. Carlin Weinhauer
Senior Pastor
Willingdon Heights M. B. C.
Burnaby, British Columbia

Former Vice President of
Public Ministries
Briercrest Bible College
Caronport, Saskatchewan

Dr. Walter Goltz
North American Baptist College
11525 - 23rd Avenue
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Currently Professor
Formerly, President
North American Baptist College
Edmonton, Alberta

Expert Panel Members (continued)

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V3A 4R9

Dr. James Small University of Alberta Edmonton, Alberta	Professor Educational Administration and Higher Education
Dr. D. A. MacKay University of Alberta Edmonton, Alberta	Professor Educational Administration University of Alberta
Dr. Donald Chapman University of Alberta Edmonton, Alberta	Research Associate Adult and Higher Education University of Alberta
Dr. Abram G. Konrad University of Alberta Edmonton, Alberta	Professor and Chairperson Adult, Career and Technology Education

PRESIDENTIAL ROLES SURVEY
WITH PROPOSED MODIFICATIONS

Introduction/Instructions

The job of the college or university president can be viewed as being composed of a variety of roles, each competing for the limited time and attention of the president. Inevitably, these roles--or more accurately, the job activities or tasks they represent--must be fulfilled in some priority order based on how critical each is in addressing the overall needs of the institution.

For the purposes of this survey, a number of presidential roles have been selected, named and briefly described. Presidents, board chairpersons, senior academic administrators and senior faculty members for each Bible college that is a member of the Association of Canadian Bible Colleges are being asked to complete this questionnaire as part of a survey to obtain information about their perceptions of the role of the president of Canadian Bible colleges.

In order to more accurately identify role names appropriate to the Canadian Bible college presidency, some minor modifications to the role titles and descriptions as developed by Cote are being proposed. Also, the addition of three different role names together with brief descriptive statements is presented.

Your assistance as a member of a panel of experts is requested in three aspects:

1. Rate the role name for its appropriateness on a Likert of one to nine, with one being least appropriate and nine being most appropriate.

2. Rate the role name and its descriptive statements for clarity on a similar Likert scale with one being least clear and nine being most clear.

3. Comment on elements that would serve to increase appropriate- and/or clarity for both the role name and the role description.

Thank you for your help making this research more effective through the improvement of the questionnaire.

PRESIDENTIAL ROLES SURVEY

COTE (1984) VERSION

1. P.R. SPECIALIST/IMAGE BUILDER

promoting positive institutional image through speech making, new releases, events to attract interested people external to the institution to campus; direct involvement in strategic planning for this purpose; a more "softsell" than "hardsell" approach to advancing the institution

2. FINANCIAL MANAGER

annual budget development, approval, and management; direct intervention in fiscal issues and relative to operating budget and investment fund(s) controlled by the institution (focus is on shorter term detailed involvement in fiscal areas - - but may also include longer term financial planning, resource development)

PENNER MODIFICATIONS

1. P. R. SPECIALIST/IMAGE BUILDER

promoting a positive institutional image through speech making, news releases, events to attract *people* external to the institution/*college;* direct involvement in strategic planning for this purpose; a more "softsell" than "hardsell" approach to advancing the institution

Modification Rating

Appropriateness: 1 2 3 4 5 6 7 8 9

Clarity: 1 2 3 4 5 6 7 8 9

Comment _____

_____

_____

2. FINANCIAL MANAGER

annual budget development, approval, and management; direct intervention in fiscal issues and relative to operating budget and investment fund(s) controlled by the institution (focus is on shorter term detailed involvement in fiscal areas - - but may also include longer term financial planning, resource development)

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment _____

_____

_____

3. STUDENT LIAISON/MENTOR

meeting with organized and informal student groups, individual students, student leaders, parent-student groups; advising, counselling influencing students directly

3. STUDENT LIAISON/MENTOR

meeting with organized and informal student groups, individual students, student leaders, parent-student groups; advising, counselling influencing students directly

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

4. MARKETER/SALESPERSON

selling the institution - - primarily externally; strategically selling and promoting the services of the institution to supporters, clients; a more "hardsell" than "softsell" approach to advancing the institution

4. MARKETER/SALESPERSON

selling the institution - - primarily externally; strategically selling and promoting the services of the institution to supporters, clients; a more "hardsell" than "softsell" approach to advancing the institution

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment _____

5. FUND RAISER

direct contact with major donors - - both individuals and organizations (business and philanthropic); personally soliciting funds and planning and coordinating this activity; mounting campaigns

5. FUND RAISER

direct contact with major donors - - both individuals and organizations (business and philanthropic); personally soliciting funds and planning and coordinating this activity; mounting campaigns

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

6. LABOR RELATIONS SPECIALIST

negotiating, maintaining employee organization contracts; development and implementation of collective bargaining strategy; handling media releases relative to organized bargaining efforts

6. LABOR RELATIONS SPECIALIST

developing and maintaining employee (faculty and staff) *remuneration policies; developing, interpreting and applying employee welfare and benefit plans; maintaining sensitivity to and communication about employee needs*

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

_____

_____

7. ACADEMIC PLANNER/ INNOVATOR

planning, altering curriculum, academic schedules; establishing or dismantling academic programs; framing and carrying out the teaching and scholarly policies of the institution; providing educational leadership

7. ACADEMIC PLANNER/ INNOVATOR

planning, altering curriculum, academic schedules; establishing or dismantling academic programs, *stimulating research and scholarly writing;* framing and carrying out the institution; providing educational leadership

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

_____

_____

8. ADMINISTRATOR/EXECUTIVE

directing the work of others, managing day-to-day operations, holding staff meetings; reviewing, initiating, managing operational policies; responding to correspondence; hiring, evaluating staff and faculty; establishing and maintaining a productive organizational climate

8. ADMINISTRATOR/EXECUTIVE

directing the work of others, managing day-to-day operations, holding staff meetings; reviewing, initiating, managing operational policies; responding to correspondence; hiring, evaluating staff and faculty; establishing and maintaining a productive organizational climate

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment _____

_____

_____

9. SYMBOL/CEREMONIAL OFFICIAL

functioning as the target of positive or negative feelings, actions directed at the institution; serving serving as institution's symbol at public gatherings, ceremonial events; either within or outside the institution

9. SYMBOL/CEREMONIAL OFFICIAL

functioning as the *focus* of positive or negative feelings, actions directed at the institution; *representing the institution on formal occasions or gatherings both* within or outside of the institution

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

10. CONSENSUS BUILDER/ MEDIATOR

resolving interpersonal and intergroup conflict; keeping the peace and furthering progress; facilitating consensus within the institutional environment

10. CONSENSUS BUILDER/ MEDIATOR

resolving interpersonal and intergroup conflict; keeping the peace and furthering progress; facilitating consensus within the institutional environment

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

11. COMMUNITY LEADER

engaging in community, not necessarily educational, activities (serving on hospital boards, business boards of directors, commissions, service service clubs, volunteer work); involvement in issues of local, regional or national concern - - not generally educational in nature

11. COMMUNITY LEADER

engaging in community, not necessarily educational, activities (serving on hospital boards, business boards of directors, commissions, service clubs, volunteer work); involvement in issues of local, regional or national concern - - not generally educational in nature

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

12. TRUSTEE RAPPORT BUILDER/ ADVISOR

building good relationships with trustees, helping trustees define policy issues; acclimating board members to their trusteeship and the institution; direct contact with the board or its members; formal and informal interaction with trustees; recruiting new trustees

12. TRUSTEE RAPPORT BUILDER/ ADVISOR

building good relationships with trustees, helping trustees define policy issues; acclimating board members to their trusteeship and the institution; direct contact with the board or its members; formal and informal interaction with trustees; recruiting new trustees

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

13. GOVERNMENT LIAISON/ RESOURCE STIMULATOR

influencing local, regional, state or national elected or appointed officials on behalf of the institution; developing relationships with these officials; lobbying for resources and support

13. GOVERNMENT LIAISON/ RESOURCE STIMULATOR

influencing local *municipal, provincial or federal* elected or appointed government officials on behalf of the institution; developing relationships with these officials; lobbying for resources and support

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

14. VISIONARY/LONG RANGE PLANNER

clarifying, formulating or adhering to the mission(s) of the institution; elaborating a vision of the institution, getting people behind it, making it happen; long range planning with a "situation-as-a-whole" perspective

14. VISIONARY/LONG RANGE PLANNER

clarifying, formulating or adhering to the mission(s) of the institution; elaborating a vision of the institution, getting people behind it, making it happen; long range planning with a "situation-as-a-whole" perspective

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

15. SCHOLAR/TEACHER

contributions to and involvement with specific scholarly fields, writing, research, reading in specific fields; collaboration with fellow scholars; teaching in areas of expertise at home institution or others; presentations at association meetings

15. SCHOLAR/TEACHER

contributions to and involvement with specific scholarly fields; writing, research, reading, in specific fields; collaboration with fellow scholars; teaching in areas of expertise at home institution or others; presentations at association, *conventions or conference*s meetings

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

16. PHYSICAL PLANT/PROPERTY OVERSEER

direct involvement in planning, developing, improving, maintaining buildings, real estate other facilities and property, utilities

16. PHYSICAL PLANT/PROPERTY OVERSEER

direct involvement in planning, developing, improving, maintaining buildings, real estate other facilities and property, utilities

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

17. ALUMNI LIAISON/MOTIVATOR

presenting or representing alumni interests and views; meetings with individual alumni or presentations to alumni groups; institutional advancement directed to alumni

17. ALUMNI LIAISON/MOTIVATOR

presenting or representing alumni interests and views; meetings with individual alumni or presentations to alumni groups; institutional advancement directed to alumni

Modification Rating (No modifications)

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

_____

_____

18. FACULTY ADVOCATE

preserving academic freedom, due process, fair play as they affect faculty; interpreting role of faculty to trustees and other constituencies; advocating fair wages, opportunities for research for faculty, presenting, representing faculty views

18. FACULTY ADVOCATE

preserving academic freedom, *natural justice*, fair play as they affect faculty; interpreting role of faculty to trustees or other constituencies; advocating *adequate and equitable remuneration*, opportunities for research for faculty; presenting,

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

_____

_____

19. EDUCATIONAL ADVOCATE

activities involving keeping the idea of higher education "before the people;" general public advocacy of education at all levels; involvement in public discussion concerning educational issues of a general nature

19. EDUCATIONAL ADVOCATE

activities involving keeping the idea of higher education *(particularly Bible college education)* "before the people;" general public advocacy of *Christian* education at all levels; involvement in public discussion concerning educational issues of a general nature

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

_____

_____

20. INTERINSTITUTIONAL DIPLOMAT

developing relationships with other postseconday institutions; cooperatively defining "turf" among institutions; negotiating joint ventures with other institutions; participation in local, regional or national associations, consortia; direct interaction with other institutions' executives

20. INTERINSTITUTIONAL DIPLOMAT

developing relationships with other *Bible colleges* and postsecondary institutions; cooperatively defining "turf" among institutions; negotiating joint ventures with other institutions; participation in local, regional or national associations; direct interaction with executives of other institutions

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

21. NONE

21. CONSTITUENCY RELATIONS DIPLOMAT

communicating with supporting church or denomination groups, liaison with institutions (graduate schools, churches and missions) receiving graduates of the Bible college

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 6 7 9

Comment_____

22. NONE

22. INSTITUTIONAL CHAPLIN/ PASTOR

pastoral care of institutional staff, faculty and students; "shepherd of the flock"

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

23. NONE

23. SERVANT LEADER

serving administrators, trustees, colleagues, faculty, staff and students through the provision of needs, facilitating the work of colleagues, faculty and staff

Modification Rating

Appropriateness 1 2 3 4 5 6 7 8 9

Clarity 1 2 3 4 5 6 7 8 9

Comment_____

APPENDIX C

Letter to Expert Panel Members

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

October 18, 1988

Dear panel member:

As you know, I am currently engaged in doctoral research with yourself at the University of Alberta in the Department of Educational Administration. My research is a survey of Canadian Bible colleges and the foundational question is as follows:

> What is the perception of the role of president of Canadian Bible colleges as held by the presidents, board chairpersons, senior administrators and selected faculty?

For the purposes of this survey, a number of presidential roles have been selected, named and briefly described. Cote (1984) developed the Presidential Roles survey which formed the substance of his research of the presidential role for college and university presidents in Pennsylvania. Through a process of reviewing literature, a review by a panel of seventeen experts and two pilot studies, Cote was able to establish the validity and reliability of the role names in the questionnaire.

This study proposes the investigation of the perceptions held by various persons of the presidency in Canadian Bible colleges. In order to more accurately reflect role names appropriate to Canadian Bible college presidents, some minor modifications to the role titles and descriptions as developed by Cote are being proposed. Also, three additional roles are presented. The proposed changes and additions appear in *italics* under the title

"Penner Modifications."

Your assistance as a member of a panel of experts will be most helpful and is requested in three aspects:

1. **Rate** the role name for its appropriateness on a Likert of one to nine, with **one** being **least appropriate** and **nine** being **most appropriate.**

2. **Rate** the role name and its descriptive statements for clarity on a similar Likert scale with **one** being **least clear** and **nine** being **most clear.**

3. **Comment** on elements that would serve to **increase appropriateness** and/or **clarity** for both the role name and the role description.

Please complete the form and return it in the enclosed envelope by October 28, 1988.

Thank you for your help making this research more effective through the improvement of the questionnaire.

Yours truly,

Ken Penner

APPENDIX D

Pilot Study List of Colleges

Letters to presidents, board chairpersons, academic deans and faculty

Canadian Union College

Lacombe, Alberta

Concordia College

Edmonton, Alberta

King's College

Edmonton, Alberta

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

March 28, 1989

Dear _____:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. This is a PILOT STUDY as part of the research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been included for the Presidents, Board Chairpersons and Academic Deans of Canadian colleges that are part of the PILOT STUDY.

Please take a few minutes at your earliest convenience to complete and return your questionnaire.

Responses will be aggregated for analysis and presentation in order to assure the anonymity of your responses.

May God's rich blessings be your portion in these busy days.

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

APPENDIX E

Modified Presidential Roles Survey

PRESIDENTIAL ROLES SURVEY[1]

INTRODUCTION

This survey is being conducted as part of a study to better understand the perceptions that presidents and selected individuals have about the roles Canadian Bible college presidents often fill. The role names represent groups of presidential activities which in varying degrees are important to the future of each Bible college. It is recognized that it would be impossible for presidents to fulfill all the roles equally well.

Please answer all of the questions. If you wish to comment on any questions or qualify your answers, please feel free to use the space in the margins or attach a separate sheet of paper. Your comments will be read and taken into account.

In recognition of your demanding schedule, this survey has been carefully designed to allow rapid completion. Thank you for your prompt response.

In order to assure the anonymity of your responses all data will be compiled, analyzed and presented in aggregate form.

For your convenience a return envelope as been included.

Thank you for your help.

Ken Penner

[1] Modified version of an instrument designed by Lawrence E. Cote (1984).

PART ONE

INSTRUCTIONS

The ministry of the Bible college president can be viewed as being composed of a variety of roles, each competing for the limited time and attention of the president. Inevitably, these roles, or more accurately, the activities of tasks they represent must be fulfilled in some priority order based on how critical each is in addressing the overall needs of the institution.

For the purposes of this survey, a number of presidential roles have been selected, named and briefly described. It is recognized that this rating of presidential roles by importance may change drastically from one institution to another and from one year to another. Please rate the roles on the overall needs of your institution during this school year.

Twenty (20) roles often fulfilled by college and university presidents are named and described. The roles are listed in random order. Please consider each role as distinct, although in "real life" they may well blend together in a variety of ways. It is also understood that to varying degrees tasks related to these presidential roles may be delegated to others. Although role descriptions are provided as generalized guides, rate the role according to your more detailed understanding of the role as it is fulfilled within your institution.

Specifically, we would like you to rate each of the twenty presidential roles as to **how important they actually are to you or your president** given all of the demands on the president's position. The **Importance Rating** scale ranges from **1 to 5**.

1 is most important.
5 is least important.

Before you begin, please skim through the entire questionnaire so that you are familiar its contents and organization.

PART TWO

PRESIDENTIAL ROLE QUESTIONNAIRE

For Office Use Only

1, 2, 3

I am completing this questionnaire as a person occupying the position of: **(please check ONE)**

1. Bible college president ..... ____
2. Bible college board chairperson ..... ____
3. Bible college academic dean (or equivalent) ..... ____

   (Give title) _____

4. Bible college faculty chairperson (or equivalent) .. ____

   (Give title) _____

4

Role "names" suggest the flavor of the roles. Role descriptions are only guides to assist you to discriminate among roles. Specific role descriptions may vary somewhat at your institution.

Circle only **one** number per role for each of the categories, that is, how important the role **actually is to you.**

1. CONSTITUENCY DIPLOMAT - IMAGE BUILDER

promoting a positive institutional image through speech making, news releases and other events that attract people external to the institution/college campus; communicating with churches, mission agencies and denominational groups

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

5

For Office Use Only

2. FINANCIAL MANAGER:

annual budget development and management; direct intervention in fiscal issues relative to operating budget and investment fund(s) controlled by the institution .

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

6

3. STUDENT LIAISON - MENTOR

meeting with organized and informal student groups, individual students, student leaders, parent-student groups; advising, counselling, influencing students directly as a "shepherd of the flock"

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

7

4. MARKETER - SALESPERSON

selling the institution--primarily externally; strategically selling and promoting the services of the institution to potential supporters and clients

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

8

5. FUND RAISER

direct contact with major donors--both individuals and organizations (religious, business or philanthropic); personally soliciting funds and planning and coordinating this activity; mounting campaigns

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

9

For Office Use Only

6. PERSONNEL RELATIONS SPECIALIST

developing, interpreting and maintaining faculty and staff remuneration policies and welfare and benefit plans

High Low

Importance Rating 1 2 3 4 5

10

7. ACADEMIC LEADER - INNOVATOR

planning, altering curriculum, academic schedules; establishing or dismantling academic programs; framing and carrying out the teaching and scholarly policies of the institution; providing educational leadership

High Low

Importance Rating 1 2 3 4 5

11

8. ADMINISTRATOR - EXECUTIVE

supporting work of others as a "servant leader"; facilitating day-to-day operations, holding staff meetings; hiring, evaluating staff and faculty; establishing and maintaining a productive organizational climate

High Low

Importance Rating 1 2 3 4 5

12

9. SYMBOL - CEREMONIAL OFFICIAL

functioning as focus of positive or negative feelings, actions directed at the the institution; representing the institution on formal occasions or public gatherings either within or outside of the institution

High Low

Importance Rating 1 2 3 4 5

13

For Office Use Only

10. CONSENSUS BUILDER - MEDIATOR

resolving interpersonal and intergroup conflict; facilitating consensus within the institutional environment, resolving interpersonal and intergroup conflict, keeping the peace and furthering progress

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

14

11. COMMUNITY LEADER

engaging in church community activities (serving on church and parachurch boards, hospital boards, corporate boards, commissions, volunteer work); involvement in issues of concern to local or regional constituencies--not generally educational in nature

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

15

12. TRUSTEE RAPPORT BUILDER - ADVISOR

orienting board members to their trusteeship and the institution; building good relationships with trustees; helping trustees define policy issues; interaction with trustees; recruiting new trustees

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

16

For Office Use Only

13. GOVERNMENT LIAISON - RESOURCE STIMULATOR

influencing local, provincial or federal elected or appointed government officials on behalf of the institution; developing relationships with these officials; lobbying for resources

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	17

14. VISIONARY - LONG RANGE PLANNER

clarifying, formulating or adhering to the mission of the institution; elaborating a vision of the institution, getting people behind it, making it happen; long range planning

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	18

15. SCHOLAR - TEACHER

contributing to and involvement with specific scholarly fields; writing, research, reading in specific fields; collaborating with fellow scholars; teaching in areas of expertise at home institutions of others; presenting at association meetings, conventions or conferences

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	19

16. PHYSICAL LAND - PROPERTY OVERSEER

planning, developing, improving and maintaining buildings, real estate and other facilities and property

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	20

For Office Use Only

17. ALUMNI LIAISON - MOTIVATOR

presenting or representing alumni interests and views; meeting with individual alumni or alumni groups for institutional advancements

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	21

18. FACULTY ADVOCATE

preserving academic freedom, due process, fair play as they affect faculty; interpreting the role of faculty to trustees and other constituencies; advocating opportunities for faculty research; presenting representing faculty views before trustees or other constituencies; personal contact with faculty

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	22

19. EDUCATIONAL ADVOCATE

promoting the idea of Bible college education, engaging in public advocacy of Christian education at all levels; participating in public discussion concerning educational issues of a general nature

	High				Low	
Importance Rating	**1**	**2**	**3**	**4**	**5**	23

20. INTERINSTITUTIONAL DIPLOMAT

developing relationships with Bible colleges and other postsecondary institutions; cooperatively defining "turf" with other institutions; negotiating joint ventures with other institutions; participating in local, regional or national associations; interacting with executives of other institutions

	High				Low
Importance Rating	**1**	**2**	**3**	**4**	**5**

24

Comments

PART THREE

For Office Use Only

PRESIDENTIAL HISTORY
(Completed by the presidents only)

1. Your age (please check)

1. 30-34 ____
2. 35-39 ____
3. 40-44 ____
4. 45-49 ____
5. 50-54 ____
6. 55-59 ____
7. 60-64 ____
8. 65+ ____

25

2. Number of years with present institution (include presidency)

1. 1 - 4 ____
2. 5 - 9 ____
3. 10-14 ____
4. 15-19 ____
5. 20-25 ____
6. 25-29 ____
7. 30+ ____

26

3. Number of years as president of present institution

1. 1 - 4 ____
2. 5 - 9 ____
3. 10-14 ____
4. 15-19 ____
5. 20-25 ____

27

4. Academic - theological preparation

first degree _____
institution _____
specialization/major _____

28

highest degree held _____
institution _____
specialization - major _____

29

other qualifications - degrees (please list)

_____
_____
_____
_____

For Office Use Only

5. Experience prior to presidency

Years of fultime teaching in public education _____ 30,31

Years of fultime teaching in private education _____ 32,33

Years in fultime business _____ 34,35

Years of fultime church ministry _____ 36,37

Years of fultime missionary service _____ 38,39

other (please state) _____

_____

_____

6. Size of your college student body (fultime equivalent students.)

1. under 50 ____
2. 50 - 99 ____
3. 100 - 149 ____
4. 150 - 199 ____
5. 200 - 249 ____
6. 250 - 299 ____
7. 300 - 399 ____
8. 400 - 499 ____
9. 500 + ____

40

7. Size of your college faculty (Fultime Equivalent Instructional Personnel - include Library and Music personnel).

1. Under 5 ____
2. 5 - 9 ____
3. 10 - 14 ____
4. 15 - 19 ____
5. 20 - 29 ____
6. 30 - 39 ____
7. 40 - 49 ____
8. 50 + ____

How many? ____

41

42,43

8. In what year was your college established? _____

44-47

For Office Use Only

9. How many presidents have served your college before you? _____

48,49

Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance in providing these data. It anticipated that the information gained will be of assistance to the presidents of Bible colleges and those aspiring to the presidency as well as to boards of trustees.

Yours truly,

Ken Penner

Please use the enclosed envelope to return your prompt response to the following address:

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 265 CANADA

APPENDIX F: Participating Colleges

Alberta Bible College
Aldersgate College
Atlantic Baptist College
Bethany Bible College
Bethany Bible Institute
Canadian Bible College
Canadian Lutheran Bible Institute
Canadian Nazarene College
Catherine Booth Bible College
Central Baptist Seminary and Bible College
Central Pentecostal College
Christianview Bible College
Columbia Bible College
Covenant Bible College
Eastern Pentecostal Bible College
Emmanuel Bible College
Formation Timothee
Full Gospel Bible Institute
Gardner Bible College
Hillcrest Christian College
Institute Biblique Bree
Institute Biblique Bethel
International Bible College
Key-Way-Tin Bible Institute
London Baptist Bible College
Mennonite Brethren Bible College
Millar Memorial Bible Institute
Mountain View Bible College
Nipawin Bible Institute
North American Baptist College
Northwest Baptist Theological College
Northwest Bible College
Okanagan Bible College
Ontario Bible College
Ontario Christian Seminary
Peace River Bible Institute
Prairie Bible College
Steinbach Bible College
Temple Bible College
Western Pentecostal Bible College
Winkler Bible Institute
Winnipeg Bible College

APPENDIX G: Dr. Carl F.Verge's Letter of Introduction

ASSOCIATION OF CANADIAN BIBLE COLLEGES

Dear Bible College President,

Christian Greetings!

We are always delighted when one of our Bible College personnel in Canada undertakes a study relating to some aspect of our work. Such a study is currently being done by Ken Penner of Prairie Bible Institute. As part of his Ph. D. program in Educational Administration at the University of Alberta, Ken is studying the role of the Bible College Presidents' as perceived by various Bible College personnel. I've had an opportunity to look over his "Presidential Roles Survey" which will be forwarded to all of you for completion. It is very interesting indeed, and will make an excellent contribution to our A.C.B.C. workshops when completed.

I wholeheartedly endorse the study. I trust that each of you will hastily complete the survey, both as assistance to Ken and also as a means of adding to the body of knowledge on Bible College work in Canada.

May you all have a blessed year!

Christian regards,

Carl F. Verge, Ph.D.

President

CFV:sb

APPENDIX H

Letters of Introduction

Presidents

Board Chairpersons

Academic Deans

Faculty Members

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

March 28, 1989

Dear Canadian Bible College President:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to the Board Chairpersons, Academic Deans and Faculty Chairpersons of Canadian Bible Colleges.

Please take a few minutes at your earliest convenience to complete and return your questionnaire.

Responses will be aggregated for analysis and presentation in order to assure the anonymity of your responses.

May God's rich blessings be your portion in these busy days.

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

PS. If you wish to receive a summary of the results of the Presidential Roles Survey, kindly fill in and return this sheet. Thank you. Ken Penner

Name _____
College _____
Address _____
Province _____ Postal Code _____

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

March 28, 1989

Dear Board Chairperson:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to the Presidents, Academic Deans and Faculty Chairpersons of Canadian Bible Colleges.

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Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

March 28, 1989

Dear Academic Dean:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to the Presidents, Board Chairpersons, and Faculty Chairpersons of Canadian Bible Colleges.

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7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

March 28, 1989

Dear Faculty Chairperson:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to the Presidents, Board Chairpersons, and Academic Deans of Canadian Bible Colleges.

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Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

APPENDIX I: LETTERS OF REMINDER

Presidents

Board Chairpersons

Academic Deans

Faculty Members

University of Alberta **Department of Educational Administration**
Edmonton **Faculty of Education**

Canada, T6G 2G5 7-104 Education Building North,
Telephone (403) 492-5341

April 28, 1989

Dear Canadian Bible College President:

In early April I sent a packet containing a research questionnaire entitled Presidential Roles Survey to your office. You may have already returned the completed survey. If so, please accept my thanks.

If, as I, you have had a hectic schedule and have not been able to complete the survey, may I ask that you do so today? It will make it possible for me to complete my research.

Thank you so much for your kind assistance.

Responses will be aggregated for analysis and presentation in order to assure the anonymity of your responses.

May God's rich blessings be your portion in these busy days.

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

PS. If you wish to receive a summary of the results of the Presidential Roles Survey, kindly fill in and return this sheet. Thank you. Ken Penner

Name _____

College _____

Address _____

Province _____ Postal Code _____

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

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May God's rich blessings be your portion in these busy days.

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

University of Alberta
Administration
Edmonton

Department of Educational
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

April 28, 1989

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T6G 2G5

University of Alberta
Edmonton

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7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

September 22, 1989

Dear Canadian Bible College President:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to Board Chairpersons, Academic Deans and Faculty Chairpersons of Canadian Bible Colleges.

The first mailing of your copy of this questionnaire has not reached my office. Consequently I have been unable to complete the research and writing. May I urge you to take a few minutes at your earliest convenience to complete and return your questionnaire.

Responses will be aggregated for analysis and presentation in order to assure the anonymity of your responses.

May God's rich blessings be your portion in these busy days.

Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

September 22, 1989

Dear Canadian Bible College Board Chairperson:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to Presidents, Academic Deans and Faculty Chairpersons of Canadian Bible Colleges.

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T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

September 22, 1989

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Edmonton, Alberta
T6G 2G5

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada, T6G 2G5

7-104 Education Building North,
Telephone (403) 492-5341

September 22, 1989

Dear Canadian Bible College Faculty Chairperson:

May I, first of all, say thanks to you for taking time from your busy schedule to fill in this questionnaire. It is much appreciated.

Also, allow me introduce the material in this packet. The research for my doctoral studies in the Department of Educational Administration at the University of Alberta relates to perceptions of the role of the president of the Canadian Bible College. Enclosed is the Presidential Roles Survey and an envelope for its convenient return. Similar packets have been sent to Presidents, Board Chairpersons and Academic Deans of Canadian Bible Colleges.

The first mailing of your copy of this questionnaire has not reached my office. Consequently I have been unable to complete the research and writing. May I urge you to take a few minutes at your earliest convenience to complete and return your questionnaire.

Responses will be aggregated for analysis and presentation in order to assure the anonymity of your responses.

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Ken Penner
Department of Educational Administration
7 - 104 Education North
University of Alberta
Edmonton, Alberta
T6G 2G5

APPENDIX J

Structured Interview Questions

Chart One

Chart Two

Presidential Roles Structured Interview Questions

Interview with _____
President of _____

Date _____
Time begun _____ Time finished _____

Introduction

First, let me thank you for allowing me the opportunity to conduct this interview with you. Also, in order to make for a free flowing discussion, I would appreciate your permission to tape our conversation. It would free me from the need to take notes. Thank you.

The research is being done as partial fulfillment of my Ph D studies and dissertation at the University of Alberta. The research relates to the president's role in the Canadian Bible College. Based on studies done in Pennsylvania in 1983 by Cote and Nova Scotia in 1987 by Samson respecting the roles of the college or university president, I developed a survey to use for bible college presidents. It identities twenty possible roles and the presidents of Canadian bible colleges have indicated their perception of the significance of the each of the roles. As you can see, some roles were viewed as being more significant than others. They are at the top of the list and those viewed as least significant are at the bottom. Could I direct your attention first, to the bottom; those roles viewed by Bible college presidents as least significant?

Questions

1. Based on the data from this research, presidents views the roles of "community leader," "government liaison and resource stimulator," and "physical plant and property overseer" as **least significant.** Almost equally insignificant is the role of "scholar and teacher." (Note **Chart 1.**) Do you have any observations about possible reasons for this? Are you surprized? Does your experience support these data? How?

2. Research indicates, as you can see, that presidents view the roles of "constituency diplomat and institutional image maker" as **most significant** along with the "administrative or executive role" and the role of "consensus builder and mediator."

(Again, **Chart 1**.) Is your view and/or experience in harmony with these findings? How? In your view or experience, how does the importance of the role of constituency diplomat "fit" with the roles of "administrator/executive" and "consensus builder/mediator?" Why?

3. As a part of the research, board chairpersons, academic deans, and faculty members were also surveyed for their perceptions respecting the roles of the Canadian bible college president. As you can see from **Charts 2 - 6**, there is some difference between the views of each of the groups and the presidents about how significant the different roles are. Do you have any thoughts about these differences? Which of the groups (board chairpersons, academic deans, faculty) would you expect to be more likely to differ? What reasons would you offer for those differences? Which of the groups would you most expect to have similar views to the president about the presidential roles? Could you give some insights about why such similarities may exist?

4. Do you have any recollections of experiences or anecdotes that illustrate any of the roles identified? Perhaps data such as personal experience or of an institutional nature that would enrich, illustrate, or give meaning to any of these data or roles?

5. Thank you so much for your kind help and fellowship.

Ken Penner
Box 4155
Three Hills, AB TOM 2A0

Chart One

Roles ranked by presidents' perceptions

Mean Presidents' perceptions (5 = highest, 1 = lowest)	Roles	Rank (highest to lowest)
4.4	Constituency Diplomat/Image builder	1
4.3	Administrator/executive	2
4.1	Consensus builder/mediator	3
4.0	Marketer/sales person	4
3.9	Symbol/ceremonial official	5
3.8	Visionary/long range planner	6
3.8	Educational advocate	6
3.8	Trustee rapport builder/advisor	6
3.7	Financial manager	9
3.7	Faculty advocate	9
3.6	Fund raiser	11
3.5	Interinstitutional diplomat	12
3.4	Student liaison/mentor	13
3.3	Personnel relations specialist	14
3.2	Alumni liaison/motivator	15
3.0	Academic leader	16
2.9	Scholar/teacher	17
2.8	Physical land/property overseer	18
2.7	Government liaison/resource stimulator	19
2.6	Community leader	20

Chart Two: A Comparison of Roles Rated and Ranked by All Respondent groups

Role	Roles by presidents		Roles by board chair persons		Roles by academic deans		Roles by faculty members		Roles by all groups	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Visionary/long range planner	4.5	1	4.9	2	4.5	1	4.3	2	4.6	1
Constituency diplomat image builder	4.4	2	4.7	3	4.5	1	4.6	1	4.6	1
Administrator/executive	4.3	3	4.2	4	3.4	11	4.1	3	4.0	4
Consensus builder	4.1	4	5.0	1	3.7	8	3.0	14	3.6	10
Marketer/sales person	4.0	5	4.2	4	4.2	3	4.1	3	4.1	3
Symbol/ceremonial official	3.9	6	3.9	7	4.2	3	4.1	3	4.0	4
Educational advocate	3.8	7	4.2	4	3.9	7	3.6	8	3.9	6
Trustee rapport builder/advisor	3.8	7	3.7	11	4.0	6	3.9	6	3.8	8
Financial manager	3.7	9	3.3	12	3.5	10	3.4	11	3.5	11
Faculty advocate	3.7	9	3.9	7	3.1	14	2.9	15	3.2	12
Fund raiser	3.6	11	3.9	7	4.2	3	3.6	8	3.9	6
Interinstitutional diplomat	3.5	12	3.9	7	3.6	9	3.9	6	3.7	9
Student liaison/mentor	3.4	13	3.3	12	3.1	14	2.9	15	3.2	12
Personnel relations specialist	3.3	14	2.9	16	3.2	12	3.4	11	3.2	12
Alumni liaison/motivator	3.2	15	3.1	15	3.2	12	3.6	8	3.2	12
Academic leader/innovator	3.0	16	3.3	12	2.7	19	2.8	17	2.9	16
Scholar/teacher	2.8	17	2.9	16	2.9	16	2.8	17	2.9	16
Physical land/property overseer	2.8	18	2.3	19	2.5	20	2.6	20	2.6	19
Government liaison/resource stimulator	2.7	19	2.9	16	2.9	16	3.4	11	2.9	16
Community leader	2.6	20	2.1	20	2.8	18	2.8	18	2.6	19